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**ELEVENTH**

**ANNUAL REPORT**

**OF THE**

**BOARD OF EDUCATION,**

**TOGETHER WITH THE**

**ELEVENTH ANNUAL REPORT**

**OF THE**

**SECRETARY OF THE BOARD.**

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**Boston:**  
**DUTTON AND WENTWORTH, STATE PRINTERS,**  
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ELEVENTH ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION.

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THE Board of Education, in submitting to the Legislature their Eleventh Annual Report, are happy to have it in their power to represent that the Public Schools of Massachusetts continue to be in a thriving, and, in many respects, satisfactory condition. To justify this representation, they refer to the accompanying Report of the Secretary of the Board, and to the Abstract of School Returns appended thereto. These documents furnish all the statistical and other information, which can be officially obtained; and they may be relied on to show that the progress of improvement has been unabated, while they also indicate defects, that remain to be supplied. They may especially be referred to as proving, that there is a prevalent disposition to secure better teachers by granting higher salaries; that the people, by submitting, almost every where, to a gradual increase of municipal appropriations for the support of schools, must be considered as prepared and resolved, not only to sustain, but to advance, what is truly the most popular of all our institutions; that, in the erection of improved schoolhouses, the wise liberality of the towns, and the judgment and taste of Committees, continue to provide for a want which, within a few years, has been rapidly diminished; and that, in the increasing ratio of regular and continuous attendance in many of the schools, there is unquestionable and encouraging evidence of the practicable improvement and extension of the system.

In the second part of his Report, the Secretary has discussed a subject, which the Board deem entitled to the special and serious consideration of the Legislature, and the public. The correspondence embraced in it points to results which, upon the evidence submitted, may well be deemed practicable; and which, if practicable, it must be admitted to be one of the highest duties of the Legislature and of School Committees to coöperate in producing. Upon the testimony of the most competent witnesses, and upon the basis of an argument which cannot fail to commend itself to the public judgment, it is made to appear that, if good teachers can be provided for all our schools, and if all the children of the Commonwealth can be kept in regular attendance at school during the entire period (from 4 to 16 years of age,) which the law now regards as the proper term of education, the proportion must be very small of those who will fail to become worthy citizens, and respectable and useful members of the community. It is impossible to investigate the facts, which attest the prevalence and increase of juvenile delinquency, without coming to the conclusion, that what has yet been done in the cause of popular education is but a partial and incomplete work of beneficence, falling far below the requirements of the Constitution; that a very large proportion of scholars enjoy, in but a very limited degree, any of the benefits of attending school; that, to a great extent, the attendance of scholars is so irregular, and is terminated at so early a period, that it is not possible to insure thorough attainments even in elementary knowledge, or to exert the long-continued oversight and various influences which are essential to the formation of good habits; and that the frequent abandonment and unavoidable exposure of children, who are withdrawn from school before they are fit to enter the world, is the most fruitful source of the early and wide-spread corruption which is universally deplored.

The reform suggested by the Secretary has reference alike to teachers and scholars. It requires for teachers the obviously necessary combination of moral with intellectual qualifications; and, in securing to them the opportunity of uninterrupted intercourse with their scholars for a succession of years,



it holds them responsible for the unwearied exertion of all the good influences which they may thus be enabled to impart. It is gratifying to believe, that our teachers are gradually becoming prepared to do their large share in the work of improvement, even in its advanced stages; and the fear need not be entertained that any good result, otherwise attainable, will be delayed or thwarted through their backwardness or unwillingness to promote it. To require the regular attendance of scholars, and to insist upon their continuance in school during the term which is proposed, are measures which must be deliberately weighed, and decidedly approved by public sentiment; they must be urgently demanded by a conviction of what is due to the public welfare, before the attempt can be made, otherwise than by the use of moral means, to enforce them. To a great extent, the use of moral means will undoubtedly be sufficient, and may accomplish almost all that can be asked for; but beyond them, and as a substitute for penal legislation in much more undesirable and far less effective forms, it may become necessary to provide for the occasional exercise, in extreme cases, of legal authority. Be that as it may, the Board have so much confidence in the view of principles and facts presented by the Secretary, as to indulge the belief that, with the increasing means of efficiency which, in one mode or another, an enlightened public opinion must continue to impart to the all-embracing system of public instruction, its direct and constant tendency to improve the public morals, and to diffuse its blessings in all channels through the community, must constantly become more and more apparent.

The Report of the Secretary, so far as it relates to Teachers' Institutes, is regarded by the Board as furnishing information, and expressing views, of much interest and importance. There can be no doubt of the good effect of the Institutes in exciting, amongst teachers, the desire of self-improvement, and in affording, at the same time, one of the most acceptable means of gratifying it. The standard of the profession must be advanced, when so many of its members are thus enabled, by mutual instruction, and by communicating the results of va-

ried experience, to advance each other; and the sympathy, produced by intercourse alike elevating and endearing, must prove, in many respects, a source of moral as well as intellectual benefit.

The Report of the Secretary is also to be referred to as containing a satisfactory statement of the present condition of the State Normal Schools. This statement is confirmed by the accompanying Reports of the several Visiting Committees; and the Board, deeply impressed with their responsibility for the character and influence of these important seminaries, desire it to be understood, that they unanimously concur in the favorable testimony which is thus borne in behalf of each of them. The Board see abundant cause to be content with the services of all the teachers; and they only regret that the Legislative appropriation will not admit of making their compensation equal to their merits. The number of scholars shows that each school is in full operation; and while it appears that, in the aggregate, at least two hundred young men and women have thus, during a single year, improved the opportunity of qualifying themselves for greatly increased usefulness in the work of education, some idea may be formed of the vast extent of beneficial influence which must be exerted by these schools, as long as the Legislature shall continue to sustain them.

The Board ask particular attention to the Report of the Visitors of the school at West Newton. It will be found to contain the result of an inquiry into the state of the school, rendered necessary by charges which found their way into one or more religious newspapers, or, by publication in another form, attracted more or less notice. The Board unanimously concur with the Visitors in believing that the school has uniformly maintained the character which may be justly required of such an institution, and that the charges referred to can only be attributed to a culpable ignorance, or perversion, of facts.

In this connection, the Board deem it proper for them to state that they have never attempted, as they are not authorized, to prescribe any system of religious instruction in the Normal schools. They consider themselves bound to refrain

from directing the use of any books which, in the language of the Revised Statutes, (Chap. XXIII. Sec. 23,) are "calculated to favor the tenets of any particular sect of Christians." The regulations which they have adopted require the teachers to inculcate "the principles of piety and morality common to all sects of Christians;" they provide that "a portion of the Scriptures shall be daily read in the schools;" and in all the schools there are, and always have been, daily devotional exercises, conducted, as the Board have reason to believe, in a devout spirit, and in an unexceptionable manner.

In respect to the school at West Newton, it may be of some importance to refer to the fact, that, soon after its removal to that place, the Visitors took occasion to enjoin upon the pupils a regular attendance at such place of worship on the Sabbath as they should respectively elect; and this requirement, it is believed, is now complied with, with only such exceptions as are necessary and justifiable.

The prevalence of misapprehensions, which ought to be corrected, induces the Board to embrace the opportunity, afforded by the transmission of this Report to every town and school district in the Commonwealth, of making an explanation of their powers and duties, to which they respectfully solicit the public attention. The Board of Education has been in existence for eleven years; it exists under a law which all may read in the Statute Book; all its reports and official transactions have been constantly subjected to public inspection; and yet there are those who seem hardly to be aware that its powers are exceedingly limited, and that it has never attempted to perform any acts, through its members or its Secretary, but such as the law requires.

The law referred to, declares it to be the duty of the members of the Board "to make a detailed report to the Legislature of all its doings, with such observations as their experience and reflection may suggest upon the condition and efficiency of our system of popular education, and the most practicable means of improving and extending it." For the performance of this duty, it is necessary that the Board should be well informed of the state of the schools; and to this end they are

authorized to prepare a form of School Registers to be kept by the teachers, and of School Returns to be filled up by the School Committees. The School Returns, together with copies of the Reports of the Committees to their respective towns, are annually transmitted to the Secretary of the Commonwealth; and it is made the duty of the Secretary of the Board to examine, collate, and arrange them in the best method for publication. Under his direction, an abstract of the Returns is annually prepared; and he himself, annually or biennially, prepares a compilation from the Reports of Committees, which, together with the abstract of Returns, is laid before the Legislature, and is afterwards furnished, in numerous printed copies, to the School Committees and teachers. This useful and arduous labor of the Secretary cannot surely be regarded as the exercise of an authority, which, in the slightest degree, abridges the rights and powers of others in any way connected with the schools; and though he is enabled, from his position, and from the exclusive devotion of his talents and time to the objects contemplated in the establishment of the Board, to render many important services, (in the delivery of lectures and otherwise,) so far as he is requested to do so, it must be borne in mind that all which he has ever attempted has been to render such desired services, without assuming the direction or oversight of the schools in any manner whatever.

The Public Schools of Massachusetts are under the legal control of the Committees chosen by the towns. These Committees appoint the teachers, prescribe regulations for the instruction and government of the schools, and direct what books shall be used in them. The Committees are subject to many requirements in the laws of the Commonwealth; but they are not in any manner or degree responsible to the Board of Education, nor is that Board in any manner or degree responsible for the official acts of the Committees. If the Committees perform their duties, the schools become such as the law requires them to be; and any persons dissatisfied with the schools must complain of the law, rather than of those who administer it. The Board of Education has no other power than such as the law confers; and that is simply a power to



collect and diffuse information, and to make suggestions to the Legislature.

The imposition, which, in one or two instances, has been attempted by itinerant book-venders, may have led some persons to suppose that the Board has authority to direct, or has at least undertaken, to some extent, to recommend, the use of school-books; but this, the members of the Board and the Secretary have always scrupulously refrained from doing, through any official acts, or by the official expression of opinion. In like manner, a false impression has probably been produced by those, who calumniously assert that the Board exercises a control over the annual distribution of the income of the State School Fund:—the fact being, that the distribution takes effect, upon compliance with certain rigid requirements of the law, the administration of which, in this case, is entrusted solely to the Secretary and Treasurer of the Commonwealth. Others, again,—perhaps not a few,—may have been deceived by a charge which has been insinuated, rather than openly made, against the Board and its Secretary, of attempting to interfere with religious instruction in the Common Schools, as well as in the Normal Schools; but this charge, to whomsoever it has been applied, or in whatever sense it may be construed, can easily be shown to be flagrantly unjust.

It is not known that there is, or ever has been, a member of the Board of Education, who would not be disposed to recommend the daily reading of the Bible, devotional exercises, and the constant inculcation of the precepts of Christian morality, in all the Public Schools; and it is due to the Secretary to remember that, in his Reports and Addresses, and in whatever form he expresses his opinions, he proves himself the unshrinking advocate of moral instruction upon Christian principles. Beyond what they may thus *recommend* and *advocate*, neither the Board, nor the Secretary, can exert any official influence upon the religious condition of the schools. The law, so far as it applies to this subject—in prohibiting the use of school books calculated to favor the distinctive tenets of any Christian sect—was not made by the Board, nor can the Board amend or repeal it; and, so far as the law operates in opposition to the

views and wishes of any portion of the community, let it be reiterated, that the Legislature, and not the Board of Education, is responsible for it. The law, as revised in 1826,—eleven years before the establishment of the Board,—rests upon grounds of popular support, which cannot be relinquished, except with the relinquishment of religious liberty;—and there is, probably, no one sect which would consent that any other should exercise the authority which the law withholds from all. It is deemed not too much to affirm, that the entire course of the Board of Education has been in conformity to the letter and spirit of the law; and so far as the members or the Secretary are charged with any errors of omission or commission, in relation to religious instruction in the schools, they have only to refer to the design of the law, and the limitation of their powers and duties, and will be content to abide a strict and impartial judgment.

GEO. N. BRIGGS,  
JOHN REED,  
J. W. JAMES,  
H. HUMPHREY,  
BARNAS SEARS,  
S. C. PHILLIPS,  
E. H. CHAPIN,  
E. H. B. HOOKER,  
G. T. KINNICUTT,  
EMERSON DAVIS.

*Boston, December 16, 1847.*

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The Visitors of the State Normal School at West Newton have the satisfaction to report to the Board, the continued excellent condition of that institution. The Visitors still observe the same careful and thorough instruction, in all the branches comprehended in its course of study, which has, on previous occasions, been the subject of commendation.

As successive classes of pupils make their appearance, to fill the vacancies occurring at every term, it is gratifying to witness how constantly the general character of the school exhibits ardent zeal in the prosecution of its studies, cheerful submis-



sion to its discipline, capacity for mastering the tasks assigned, and, generally, those moral and intellectual qualities which Normal Institutions are so happily calculated to develop and strengthen, even in the brief term of that twelve months only, which the pupils usually find themselves able to devote to the course of Normal instruction.

Nothing has occurred in the school, during the year which has expired since the last report to the Board, to weaken these favorable impressions.

But the Visitors have to observe, with deep regret, that repeated attempts have been made, through the press, during that period, to deprive the teachers of this school of the public confidence, and prevent the school itself from extending its benefits to an important and influential class of our fellow-citizens.

The parties engaged in these attempts have been called upon either to produce the evidence of their charges, or to retract them, but they have not thought proper to comply with either of these demands. The Visitors have, in the mean time, made inquiry into the alleged mal-administration of the affairs of the Institution at West Newton, and have found no evidence to support the imputations to which they have alluded. The allegations against the Principal, in particular, of designedly exercising a secret and insidious influence over his pupils, for the purpose of lessening their reverence for Holy Writ, and insinuating heterodox principles, the Visitors believe to be groundless, as they consider the attempt would be, at any time, a violation of the sacred trust reposed in that important functionary.

Independently of the improbability of such a charge, arising from the personal character of the Principal,—the honest openness, the frankness and candor of the man, and the single-hearted devotedness with which he has given his whole soul and mind to the laborious duties of his station,—we have the best evidence of its absurdity supplied by the subjects themselves of this alleged conspiracy, particularly from that portion of them who reject the principles which the accused party is supposed desirous of inculcating.

During the year when this accusation was given to the public, one half of the average number of the pupils of the school belonged to families, or were themselves members, of that reli-

gious communion, against the doctrines of which the Principal was supposed to be directing his sneers or plying his seductions. It would seem that no part of the school was more surprised at such charges than this portion of it. Without any communication with the Principal, they united with the other pupils in the unanimous adoption of a series of resolutions in which the charges against their venerated instructor were, without any qualification, indignantly denied. The names of all the pupils of the school were signed to the resolutions, and the latter published in the Boston Courier—their publication having been previously refused by the conductors of the paper in which the accusation originated. The Principal, at the same time, published a solemn denial of the charges against himself and the school, and challenged the production of any evidence in support of them. As none appeared, the Visitors see no reason to believe that any exist. They now leave the controversy, in the hope that the prejudices out of which it probably grew have disappeared, to give place to that enlightened support which a free people owe to all the institutions designed to guard and perpetuate their freedom.

J. W. JAMES,  
H. HUMPHREY,  
H. B. HOOKER.

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The Visitors of the School at Bridgewater were unable to be present at the examination held at the close of the last term, which, however, was attended by the Secretary, and afforded ample proof of the continuance of the admirable instruction and discipline, for which Mr. Tillinghast is distinguished.

The appropriation made by the Board, for the erection of fences, and the improvement of the grounds about the school-house, has been well applied to these objects; so that the external and internal condition of the school are both, now, such as to make it worthy of the object to which it is devoted. The Visitors are not aware that there has been the slightest expression of dissatisfaction with the state of this school, on the part of those connected with it, or of any who have become acquainted

with its management; and they have no apprehension that it can fail to deserve the public favor which is now liberally bestowed upon it.

S. C. PHILLIPS,  
E. H. CHAPIN.

*Boston, December 15, 1847.*

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The Visitors of the Westfield State Normal School are happy in being able to say, the school is increasing in popularity, and is answering the expectations of its founders. The present Principal, Mr. David S. Rowe, at the date of the last Report, had been in the school but one term; he was a stranger in that vicinity, and had not only a reputation to establish, but a great amount of apathy, and some prejudice, to contend against. The more the school is known, the more highly it is appreciated, and the number of students is slowly, but constantly increasing. It is frequently visited by teachers, and other friends of education, in that part of the State; and when such visitors have entertained doubts respecting the utility of Normal Schools, such doubts have been removed, and they have testified their confidence, by advising their young friends to become members of the school.

The whole number of pupils that have attended, since Mr. Rowe has had charge of the school, is 102, of whom, 61 were females and 41 males. Of the females, 37 had taught, and of the males, 30. The average number for each term has been 40. The students have come from 8 different counties and 51 towns. They have been from

7	towns in Berkshire,
5	“ “ Franklin,
9	“ “ Hampshire,
13	“ “ Hampden,
4	“ “ Essex,
7	“ “ Worcester,
2	“ “ Middlesex,
1	“ “ Suffolk.

There have been in the school, the last year, 2 students from Connecticut, 1 from New Hampshire, and 1 from New York.

62	are the children of Farmers,
21	" " " Mechanics,
7	" " " Widows,
4	" " " Professional Men,
3	are Orphans :
5	others.

The number, the last term, was 53, of whom, 27 are now teaching. The winter term has just commenced under favorable auspices. The number will be as great as during the fall term.

Normal Teachers are obtaining higher wages than have ever before been given.

For the Visitors,

E. DAVIS.

*Westfield, December 13, 1847.*







To amount of sundry items paid for account of		SCHOOL AT BRIDGEWATER, VIZ:—	
Jan. 18,	146 83	Philo Leach's bill, repairs on schoolhouse, furniture, &c. -	
Mar. 12,	651 33	N. Tillinghast's bill, salary, self and assistants, to 9th inst., and advertising, -	
July 19,	633 33	N. Tillinghast's bill, salary, self and assistants, to June 29, 1847, -	
Nov. 16,	633 33	N. Tillinghast's bill, salary, self and assistants, to November 9, 1847, -	
	31 32	N. Tillinghast, for Carver, Washburn & Co.'s bill, stove pipe, &c. &c. -	
Nov. 16,	200 00	S. C. Phillips, Chm. dft. on account, fence and grounds, -	
	2296 14		
Dec. 15,	46 20	To balance to Cr. in new account, -	
	\$6500 00		
	.	.	.
	1847.	.	.
Dec. 15,	By balance from old account,	.	.
		.	\$46 20

BOSTON, DECEMBER 16th, 1847.

Audited and approved by the Committee of Finance.

JOHN W. JAMES, *Chairman.*

Errors excepted.

BOSTON, DECEMBER 15, 1847.

CHARLES H. MILLS, *Treasurer of Board of Education.*



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ELEVENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD OF EDUCATION.

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## TO THE BOARD OF EDUCATION.

GENTLEMEN;—

IN accordance with the practice of former years, I lay before you my ELEVENTH ANNUAL REPORT.

The last year has not been signalized by any very striking or novel occurrence affecting the general interests of our Common Schools. It has been a year of comparative quiet, and of decided progress. Our school system, as modified by the creation of the Board, and the improvements introduced under their auspices, is now developing its powers. Eleven successive and annual observations show us which way its course is tending. The changes effected in any one year are not only important, in themselves considered, but they are valuable as showing whether the system is gradually conforming itself to those great principles which are the source and guaranty of all educational prosperity, or whether it is departing from truths whose abandonment is ruin. In this respect, we have cause for congratulation. There is not an item in all the constituents of prosperity, in which our schools, during the past year, have not made at least an average advance; and, in several of the most important particulars, their progress has been unprecedentedly great. Although, in no respect, has their improvement equalled the desires of their friends, yet it is ample recompense for past labors and encouragement for future efforts.

### APPROPRIATIONS.

Money is the sinews of schools not less than of war. It is not their sensorium, though it has great power to excite it; for the nerve that lies between them is very short and an excellent conductor. Schools must have efficient supervision and parental coöperation, as well as liberal endowment; but the pecuniary appropriations, voted for their support by the tax-payers

themselves, indicate, with a kind of thermometrical accuracy, the temperature of that public sentiment which cherishes them by its sympathy or chills them by its indifference. Communities, where universal suffrage prevails, will not grant monies, for any length of time, to sustain what they have ceased to value. Even the strength of habit becomes weakness here; or rather, one habit yields to an antagonist habit of greater power. It is equally true, that no system of schools can ever flourish under the blight of penuriousness.

The following table exhibits the amount of the annual appropriations, made by direct taxation, during the last ten years, for the current expenses of our Common Schools:

In 1837, it was less than	-	-	\$400,000 00
1838-9, it was	-	..	447,809 96
1839-40, "	-	-	477,221 24
1840-1, "	-	-	491,015 23
1841-2, "	-	..	510,590 02
1842-3, "	-	-	516,051 89
1843-4, "	-	-	548,470 67
1844-5, "	-	-	576,556 02
1845-6, "	-	-	611,652 13
1846-7, "	-	-	662,870 57

Including that portion of the interest on the Surplus Revenue which was added to the appropriations made by direct tax, the total of the expenditure, last year, for the support of the schools,—including only the three items of teachers' wages and board, and fuel for the schools,—was \$670,628 13. This is exclusive of all expenditure for schoolhouses, school libraries, apparatus, and so forth; and is an increase, in nine years, of more than two hundred and seventy thousand dollars, or sixty-seven per cent. During the same time, the expenditure for schoolhouses has suffered no diminution; while that for apparatus is regularly increasing. Several of the finest schoolhouses in the State have been erected within the last twelve months.

The facts disclosed by the above table are highly interesting and instructive. Like a ship's reckoning, they show what prog-



ress we have made, and at what points we have been delayed by adverse currents. During the first year of the existence of the Board, sanguine expectations were excited, and these gave birth to strenuous efforts. The result was that, at the annual town meetings in the spring of 1838, an increase of more than \$47,000 was made to the taxes, self-imposed by the people for the support of schools. This effort, however, was somewhat spasmodic, and it would have proved a fallacious guide, if understood as indicating a permanent rate of progress. Accordingly, in 1839, the annual increase was less, being an advance of only about \$30,000 on the preceding year. This, however, was more than had been anticipated. Probably this rate, or something nearly approximating to it, would have continued for a series of years, had it not been for the attack made in the House of Representatives, upon the Board of Education and the Normal Schools, near the close of the winter session of 1840. It was no nervous weakness on the part of the friends of the Board, at that time, which inspired them with the apprehension that its days were numbered. Although that movement failed of success, it did not fail of effect. Suspicions, political and denominational, were excited and widely diffused; and, in different parts of the State, there were persons, more or less ready to accept and endorse them. Dark insinuations, imputing sinister and ulterior designs, were clandestinely circulated; and they worked longer and more efficiently, for working beneath the surface. It is true that little attempt was made to prove that any thing was wrong which had been done; the wrong *was to be done*; for there seems to be a certain low notion of honesty or prudence which permits a man to falsify his neighbor's *future* character or conduct, though he dares not falsify his *past*. The effects of this and some auxiliary jealousies reached their crisis in 1842. In the spring of that year, the increase of appropriations beyond the amount of the preceding year was less than five thousand dollars. In three years, the increase had fallen from almost thirty thousand dollars, in one year, to a little more than five thousand; although it is to be remembered that the amount of appropriations for the last-named year, was upwards of a hundred thousand dollars more than it was in 1837. At this point, however,

the force of that blow seems to have been expended. In 1843, the cause rallied,—the increase of appropriations, in that year, above those of the preceding, being about \$22,000. In 1844, the gain was \$28,000. In 1845, it was \$35,000. And in 1846,—the last year for which returns have been made,—it was more than \$50,000. All late demonstrations of hostility against the Board or its measures, have redounded to the advancement of the cause. Friends have been incited to greater activity; candid opponents have been disabused of prejudices; and that pretty large class of men, whose interest in a subject is most readily excited through combativeness, have been led to make examinations, and, having examined, have approved. It is a gratifying circumstance that many of our sister States, convinced by our success, have followed our example; and, at the present time, in the rich and populous county of Lancashire, in England, a movement is on foot, led on by some of the best men in the United Kingdom, whose object is to petition Parliament for a charter, empowering that county to establish a system of Free Schools, on a basis similar to ours.

#### FEMALE TEACHERS.

The progressive and systematic transference of the education of the young from male to female hands, is a most interesting fact. The following table will show the extraordinary change which has taken place, within the last ten years, in regard to the relative number of male and female teachers :

Year.		No. of Male Teachers.		No. of Female Teachers.
1837	-	2370	-	3591
1838-9	-	2411	-	3825
1839-40	-	2378*	-	3928*
1840-1	-	2491	-	4112
1841-2	-	2500	-	4282
1842-3	-	2414*	-	4301*
1843-4	-	2529	-	4581
1844-5	-	2595	-	4700
1845-6	-	2585	-	4997
1846-7	-	2437	-	5238

\* The Returns for these years were not quite complete.

It will, of course, be understood that the above numbers are made up, by including the teachers both of summer and winter schools. The whole number of Public Schools in the State, last year, was 3,538. In the great majority of the schools, there were two different teachers for each school, one for the summer and one for the winter term. There were probably not less than five hundred assistant teachers. As the latter serve for a comparatively low compensation, they cause the average rate of wages paid to the principal teachers to appear lower than it really is.

We learn, from the above table, that while, in 1837, the male teachers constituted about forty, and the female about sixty per cent. of the whole number of Public School teachers; in 1846-7, the former were less than thirty-two per cent. of the whole number, and the latter more than sixty-eight. Though the relative number of male teachers has been diminishing, yet the absolute number continued to increase until 1845, when it reached its maximum. The next year, it fell from 2,595 to 2,585; and, last year, to 2,437. It is doubtful whether it ever regains so high a point as it reached in 1844-5.

It appears, then, that while the number of male teachers has increased but 67, in nine years, the number of female teachers has increased 1,647 in the same time; or, at an average rate of more than 180 in a year,—(it being remembered, throughout these computations, that one teacher is allowed for each term.) A moment's reflection will show these results to be very remarkable. There were in the State, last year, 3,538 Public Schools. Three thousand, at least, of these schools belong to school districts, which are corporate bodies, and as independent of each other as England is of France, or as the United States are of either England or France. Yet, in these separate and independent bodies, acting with entire freedom from each other, and wholly exempt, on this point, from all legislative control or interference, a change is going forward, which, in the uniformity and steadiness of its action, resembles a law of nature.

The expediency of employing a larger portion of female



teachers was first urged upon the consideration of the towns and districts, in 1837. The suggestion commended itself to their judgment by its reasonableness. Under certain limitations, the experiment proved eminently successful. The light emanating from each year's experience showed the grounds of a safe extension. The greater demand has led to a greater supply,—that is, to those increased qualifications which enable female teachers to keep schools for which they were before incompetent; and the remarkable result is, that the present number of female teachers is much more than double that of males.

Let this change be regarded, for a moment, in an economical point of view. If, in 1846-7, the relative proportion of male and female teachers had been the same as it was in 1837, then, instead of having 2,437 male teachers, we should have had 3,051; and instead of having 5,238 female teachers, we should have had but 4,624;—that is, we should have had 614 more male teachers, and the same number of female teachers less. Now, the average wages of male teachers, last year, inclusive of their board, was \$32 46, and the average wages of female teachers, also inclusive of board, 'was' \$13 60, and the average length of the summer and winter terms varied but a small fraction from four months each. The cost of 614 male teachers, at \$32 46 a month, would be \$19,930 44; and the cost of the same number of female teachers for the same term of time, at \$13 60 a month, would be \$8,350 40. The difference in expense, therefore, for a single year, is \$11,580 04,—or, about double the expense of the three State Normal Schools, for the same length of time. Such is the economy of employing female teachers, whom the Normal Schools have done so much, and are capable of doing so much more, to qualify. But I am satisfied that the educational gain,—the gain to the minds and manners of the children,—has been in a far higher ratio than the pecuniary.

I cannot leave this topic without adverting to the grossly inadequate compensation made to female teachers. It was more last year than ever before; and yet, exclusive of board, it was, on an average for the State, only \$8 07 a month. For the very large proportion of females who are employed but four

months in the year, this amounts to but \$32 28. Many female operatives in factories obtain six or seven times as much as this for their year's work. What inducement, then, has a young woman who has a prospect of obtaining only \$33 a year,—or even twice that sum, if she keeps both a summer and a winter school,—to spend either much time or money in preparing herself for the employment? How can she purchase the books that belong to her profession, or command such other means as are indispensable for the general culture of her mind? How can she afford to attend Teachers' Institutes, or those other meetings of the learned and the experienced, where the principles belonging to the science, and the processes pertaining to the art of education, are expounded and exemplified? Take an example. The late meeting of the American Institute of Instruction was held at Concord, in the State of New Hampshire. I was credibly informed that at least twenty female teachers from a single town in Massachusetts, were anxious to attend the session of the Institute; but, on inquiry, they found it would cost them, in money, besides their time, at least two thirds of a whole month's salary. The sum was a small one, it is true, but the proportion it bore to their whole income was large; and, hence, they felt debarred from attending. Let any agent for the noblest charity, or the most useful society, that ever blessed mankind by its beneficence, go through State Street or Court Street, in Boston; through Wall Street, in New York, or through corresponding streets in other cities, and solicit from merchants and professional men, two or three times each year, a sum equal to two thirds of a whole month's income; and, if I do not greatly mistake, his recollections of these streets will very much resemble those which a British sailor has of the gauntlet. Many a lady, in what is called fashionable life, expends as much, oftentimes far more, on a single article of dress, or a single entertainment, on a piece of porcelain, of ivory or of alabaster, than a devoted female teacher receives for a whole year of laborious service. Why should not something be drawn from those overflowing funds which incite to useless and often pernicious luxuries, or which minister to pride and vanity, that we may requite, more adequately, a

class of services as meritorious as are ever rendered to mankind? The public does great injustice to female teachers by the inequitable recompense it makes them; but, flagrant as is the injustice which it does to them, it would be easy to show that it commits, by the same act, a still greater injustice against the rising generation.

I regret exceedingly that I have not kept an account of the number of applications which I have received for the last ten years from the Southern and South-western States, for talented and highly-qualified females, to take charge of select schools, or to become governesses in the families of the wealthy. I hardly dare to give an estimate made from the data of recollection, lest it should seem extravagant; but at times, certainly, they have been as frequent as once a week, for a considerable period. Of course not all, perhaps not half, of the applications of this kind which come into the State are addressed to me. The compensation offered varies from \$400 to \$600 a year,—sometimes, also, including the expenses of the journey to the place of employment. The average may be set down at \$500. Many of the most highly educated young women of New England yield to these inducements;—the families of some of them needing the avails, and some of them leaving a home of competency, and the society of kindred and friends, through the impulses of a high missionary spirit. Now, why should Massachusetts send her most accomplished teachers to the South and South-west; or rather, in the broader spirit of wisdom and philanthropy, why should she not prepare a sufficient number to supply both the foreign and domestic demand? The females whom we send abroad, and such as they, are the very ones whom we ought to employ in our own schools; and the State possesses an abundance of the dormant talent from which such teachers can be developed, and it has pecuniary means no less abundant for the cultivation of that talent.

I am aware that the remark I am about to make may seem, to some, to be extravagant; but, trusting to time and to experience to ratify its correctness, I do not hesitate to express the opinion, that our children, while under ten years of age, might acquire ten times more of valuable knowledge than they now



acquire, were they under the care of such teachers as the State is abundantly able to furnish and to pay for. This expression imputes no shadow of blame to our present female teachers. As a class, I do not believe that a body of persons, more faithful, and more devoted to duty, lives amongst us. But they have not the knowledge which the young mind is capable of receiving;—nay, for which it hungers and thirsts, and for want of which, it breaks out into a thousand waywardnesses;—for, not only into the idle hours of manhood, but into the unoccupied time of childhood also, temptation rushes, like air into a vacuum. What a significant fact it is, that, under favoring circumstances, any child of common ability will learn two languages as easily as one, and will express himself with equal facility in either, all the way up from four years old to ten, and, of course, for all the remainder of his life, and never remember that their acquisition has cost him an effort. Should the father uniformly speak to his child in one language, and the mother in another, and all other members of the family, and his playmates, in a third; on arriving at years of reflection, such a child would be no more surprised at finding himself in possession of three languages, than at finding himself in possession of hands or feet. Nor will the acquisition of different languages interfere with the acquisition of other kinds of knowledge. How much information might be acquired, during childhood, respecting all the grains, vegetables, and fruits, which, in a simple or compound form, are spread upon our tables as articles of food,—their appearance while growing, the countries where they are produced, and the arts by which they are manufactured or preserved;—respecting articles of dress, and the furniture of the house,—the animal or vegetable substances from which they were prepared, and the handicrafts engaged in their formation;—respecting those distinctive properties of plants and trees, of minerals, insects, fishes, birds, quadrupeds, and so forth, on which the classifications of science are founded; and, in fine, respecting all the phenomena of nature, and the more prominent social relations;—how much information, I say, on all these subjects, might children acquire, did some competent person always stand by to answer

the questions prompted by their insatiable curiosity. All children who are *compos mentis*, begin life by pertinacious questionings on all these subjects. It is only when rebuked into silence, or balked by nonsensical, that is, by unintelligible replies, that they cease their importunate inquiries. Wherever we go, we thrust knowledge aside to the right hand and to the left, we trample it under our feet, instead of accepting and imparting it. So much easier is it to put out the eyes of children, than to find suitable objects for their vision.

To impart the elements of all these various kinds of knowledge, and thereby to lay the foundation for extended acquisitions in after life, we need cabinets of natural objects,—specimens of the varieties with which the realms of nature abound,—not less of pictures, but far more of real things,—such as are collected in Miss Mayo's "Boxes of Objects," and described in her "Lessons;" such as Mr. Josiah Holbrook, of New York, has been laboring for years to introduce into our schools, but whose introduction he has failed to secure, to any great extent, because teachers cannot use them or explain them when there.

Now, if our female teachers could be assured of permanent employment, and of such compensation as would reimburse the expense of attending a Normal School, or some other institution having a similar object in view, for a period of three or more years, they would then be qualified to meet these wants of the young; and, in so doing, to meet those demands of a far higher civilization, of which these wants are a prophecy. In that case, our school committees, when they go abroad in quest of fit endowments and qualifications to cultivate the immortal capacities of the young, would escape the mortification which they now sometimes suffer, of being overbid by a capitalist who wants them for his factory, and who can afford to pay them more for superintending a loom or a spinning-frame, than the people feel willing to give for weaving the infinitely precious tissue of character. And were the same policy adopted in reference to those young men whom Nature has preadapted for school-keeping, they would not be lured away from this employment, as some of them now are, by the temp-

tation of more liberal pay, to become head servants in gentlemen's families, or to superintend the affairs of the kitchen in expensive hotels. But I shall have occasion to advert to this topic again, before closing my Report.

#### ATTENDANCE.

In the non-attendance of scholars upon school, we have still to deplore an enormous loss, although less than in any former year.

The increase, last year, in the number of children in the State, between the ages of 4 and 16, over their number the preceding year, was 6,042; while the increase in the number of scholars in school, for the summer term, was 7,493, and, for the winter term, it was 4,506, making a mean increase of 6,000. It is a very decided gain when the increase in the number of scholars belonging to the school equals the increase in the number of children belonging to the State.

The Returns of the committees also show that the average attendance of last year's summer term, was 11,331 more than for the summer of the preceding year; and for the winter term, it was 11,571 more. It is possible, however, that a portion of the committees' returns may, on this point, be slightly erroneous; and wherever they are so, the error is probably on the side of a too numerous average attendance. In the school Register which was sent out the preceding year, a mistake occurred in regard to the manner of computing the averages; and though it was immediately discovered, and three distinct notices, at three different times, have since been sent to all the committees in the State, to apprise them of the error, yet the lessons of experience lead me to fear that some of them may not yet have acted upon the information.\* Allowing, however, for a mistake of two or even of four per cent., it will still appear that a greater reform was effected, last year, on this important point, than in any previous year since a register has been kept in the schools.

\* The mistake occurs under the 17th head of the "Directions and Explanations" in the Register. In the second column, and both in the 25th and 29th lines from the top, the word "*whole*" should be "*average*."

But should we make no abatement for a possible error, it is still painful to contemplate the injury which unnecessary absences from the school are inflicting upon the well-being of the State. Taking the whole number of children in the Commonwealth, between the ages of 4 and 16, (209,919,) and subtracting from it the estimated number of those who attend academies and private schools, and who do not depend at all upon Common Schools for their education,—say 12,000,—and there will still remain 197,919, who are wholly or mainly dependent on the Common Schools for all the school education they will ever receive. The whole number registered in the summer schools, last year, was 160,952; and in the winter schools, it was 178,776. But of these, 4,782 were under the age of four years, and 10,612 were over the age of sixteen years. Deducting those under four from the summer schools, and those over sixteen from the winter schools, (because those under four very rarely attend in winter, and those over sixteen as rarely in summer,) and it then appears that the whole number, between 4 and 16, who belonged to the summer schools, during any part of their term, was only 156,170; and the whole number of the same age who belonged to the winter schools, during any part of their term, was only 168,164. There was then, of those supposed to be dependent upon our Public Schools for an education, a continued and total absence, in summer, of 41,749, and, in winter, of 29,755;—that is, there were so many, between these ages, who, during these seasons, did not show themselves in school at all.

But many of those who were enrolled in the schools were capriciously absent. Such, indeed, was the number of absences as to reduce the average attendance, in summer, to 121,439; and, in winter, to 139,655. Of 197,919 children, supposed to be dependent upon our Common Schools for their education, the average attendance, in summer, was only 121,439, leaving an average absence of 76,480; and the average attendance, in winter, was only 139,655, leaving an average absence of 58,264. Nor, in this computation, is any deduction made on account of the 4,782, below the age of four years, who attended the summer schools; nor on account of the 10,612, above the



age of sixteen years, who attended the winter schools. The lamentable result, then, is, that, of the children who rely upon our Common Schools for all the school education they will ever receive, there was an absence, either total or partial, during the summer term, of considerably more than one third; and, during the winter term, of considerably more than one quarter. Even including those under four and over sixteen years of age, who attended, the mean average absence for both summer and winter terms is more than one third of all the children in the State, between the ages of 4 and 16.

Only a very small portion of these absences can be excused on the plea of necessity. Mainly, they were as unnecessary as those misdemeanors which the law visits with its penal retributions; nor were they hardly less criminal. What a sum of hard-earned money was here squandered; what an amount of instruction thrown away; what a boon, in the form of opportunities and privileges, lost forever! The most frugal and thrifty community in the world here plays the spendthrift and prodigal! The most thoughtful and forethoughtful here seems bereft of providence! A people as highly moral and religious as any on the face of the globe appears to have withdrawn this great department of duty from the domain of conscience!

#### SCHOOL ABSTRACTS.

By an Act of the Legislature, passed during its last session, (St. 1847, ch. 183,) the duty of making up the Abstracts of the School Returns was taken from the office of the Secretary of State, and was imposed upon the Secretary of the Board of Education. Practically, this effected a change only in regard to the *tabular* part of the Abstract, as all the rest of that document had always been prepared by the Secretary of the Board; and even the tabular part had been revised and corrected, and, with the exception of two years, been carried through the press by him.

In making up the Abstract this year, I have added important tables to the work. The first of these additions is a table in which all the towns in the State are arranged, according to their respective merits or delinquencies, in regard to the average

attendance or non-attendance of their children upon school. At the head of the catalogue stands the town, in which the average attendance of the whole number of children belonging to the school, as compared with the number between 4 and 16 years of age belonging to the town, is greatest; and then follow, in numerical order, all the other towns in the State, according to their precedence in this respect. Other tables show the same facts in regard to all the towns in the respective counties. The basis of this comparison is found by taking the *mean* of the average attendance for both summer and winter terms, and then stating the proportion, in decimals, between this mean and the whole number of children in the town between 4 and 16. See Appendix, pp. lii, lx.

Twice, within a few years past, a proposition has been brought forward in the Legislature, aiming at an apportionment among the towns of the annual income of the State school fund,—not, as at present, according to the number of children between 4 and 16 belonging to the town,—but according to their average attendance upon the schools. On both occasions, the proposition was voted down, without inquiry, on the assumed ground that the average attendance would be greatest in cities and populous towns, where access to the schools is easiest; and, of course, that it would be least in rural and sparsely populated districts, where many of the children reside at a distance from the schoolhouse, and where snow-blocked roads in the winter, and severe storms at all seasons, throw obstacles in the way of regularity. The hasty and unwarrantable inference was drawn, that children would attend most who could attend most easily; and that the attendance would diminish as its difficulties increased.

It required but a very partial acquaintance with the condition of our schools, and the character of our people, to know that such an inference was most erroneous. But as it will usually be found impracticable, in the press of legislative business, to go through with the labor of an arithmetical demonstration of such facts, I have set them forth in detail, in the tables above mentioned. The results are most extraordinary. In the list of 311 towns, the last ninety-three contain half the children



## BOARD OF EDUCATION.

in the State between the ages of four and sixteen. In the last eighty-three,—but a little more than one quarter of all the towns in the State,—ten shire towns, or county seats of government, are included; and the city of Boston, which, as it was apprehended, from the facility with which its children can attend school at all seasons of the year, would run away with the lion's share of the income, falls to No. 287, in a catalogue of 311, or leaves below itself only 24 towns; and among these are the populous ones of Newburyport, Hingham, Dorchester, Taunton and Fall River.

It is most obvious, then, that an apportionment of the income of the school fund, according to the average attendance of the children upon the schools,—taking the mean of attendance for both summer and winter schools,—would conduce greatly to the benefit of the smaller, the more agricultural, and the more sparsely populated towns. It would distribute the bounty of the State on the principle of helping those who help themselves. It would confer the benefit of the income on the children who attend the Public Schools, instead of bestowing it in behalf of children who attend academies and private schools, and never enter Public Schools at all; and thus it would give a practical answer to the pertinent question, why money should be given to those who disdain to use it. And, lastly, it would be a new argument, of great weight in many minds, in favor of a more uniform attendance upon school; because, the detention from school of any child who ought to be in it would diminish the town's share of the income, and thus inflict palpable injustice not only on the absentee, but on all the other school children in the town.

Should the towns adopt the same principle in apportioning among the districts the money raised by taxation, (as some of them have already done,) the efficacy of the measure would be greatly increased.

The expediency, however, of making any change in the basis of apportionment rests with the Legislature. My main objects, in preparing the tables, were two:—1st, to rectify the error, that the actual attendance of children upon school is proportioned to the facility of attendance; and, 2nd, to hold up a mirror before

all the towns in the State collectively, and also before the towns in the several counties respectively, where they may see their own beauty or deformity, when their features are compared with those of their neighbors. Unhappily, the standard of beauty, so far as this part of their moral aspect is concerned, is very low. It is to be hoped that a sense of shame, if no higher motive, may arouse some of the towns to action on this subject, in regard to which the public conscience seems, at present, to be either dormant or non-existent.

ACT OF 1847, CH. 183.

By the laws of the Commonwealth, as they have existed for many years, the income of the State school fund is apportioned among the towns, on two conditions:—1st, that they raise by tax, to meet the current expenses of the schools, a sum equal to \$1 25 for each child in the town between the ages of four and sixteen; and, 2nd, that the school committees, on or before the last day of April in each year, transmit a Return *and* a copy of their annual Report to the Secretary of the Commonwealth. The object of this last provision was, to obtain from each town a Return *and* a Report, from which the Annual Abstract of School Returns might be prepared. But it sometimes happened that the towns forfeited their share of the school fund, not through any delinquency of their own, but through the failure of the school committee to make the Return and the Report required by law. But the law still authorized the committees to demand payment of the towns for their services, notwithstanding any loss which the towns might have incurred through the committees' neglect or unfaithfulness. It was therefore proposed, in the last Legislature, that when a town should be deprived of its share of the income of the fund, through the failure of the committee to make and transmit either a Return or a Report, the committee themselves should forfeit their claim upon the town for services performed. The proposition was referred to the Joint Committee on Education, who prepared a bill which afterwards became the act of 1847, ch. 183; but, by a strange oversight, they provided a penalty for not making a Return, but none for not making a Report.

As the law now stands, therefore, no grossness of neglect, in relation to the *Report*, will work a forfeiture of a committee's claim upon the town for compensation; although, in consequence of that neglect, the town forfeits its share of the income of the fund.

#### TEACHERS' INSTITUTES.

Teachers' Institutes have now been held in Massachusetts for three successive years,—their expenses having been defrayed, the first year, by the gift of a thousand dollars, made by a well-known friend of education; and, the last two years, by an appropriation from the State treasury. They are found to fulfil their promises of utility. They are now held, not only in New York and New England, but in all parts of the country where Common School education is perceptibly advancing.

The appropriation made by the Legislature, for the encouragement of Institutes, applies alike to all parts of the State. Wherever "reasonable assurance" is given, that the required number of teachers will assemble, there an Institute is appointed. But different parts of the State manifest very different degrees of interest in their behalf. With one exception, all the Institutes yet held, have been held in the counties of Berkshire, Franklin, the northern part of Worcester, Middlesex, the western part of Essex, Norfolk, Plymouth, Bristol, and Barnstable. The one above referred to, as an exception, was held at Grafton, which is on the northern border of the southern half of Worcester county. It was the smallest we have had, and its members, with a very few exceptions, came from the northern half of Worcester county, from Middlesex, and from Norfolk. There is a range of towns lying contiguous or near to the State of Connecticut, extending from Berkshire county, eastward, as far as Norfolk, and reaching into the interior, in some places two or three tiers deep, from all of which, taken together, not half a dozen members have ever attended the Institutes. The gales that blow over them from the south, bear no healing on their wings.

Some parts of the State are more unfavorably situated than others, in regard to holding this class of meetings. On the

Cape and the Islands, for instance, it is difficult to find seventy teachers, within a commodious distance, who will attend. Added to this, many of the teachers who are employed on the Cape and the Vineyard, come from abroad, and do not reach their field of labor until a day or two before their schools are to commence. There is a strong desire, on the part of many, that the present legal limit, in regard to number, should be removed; and that the Board should be authorized to appoint an Institute, wherever, under all the circumstances, they may deem it expedient. The law of Maine, in other respects like ours, imposes no limitation on its Board in regard to number.

Our law, too, restricts the expenditure of each Institute to the sum of two hundred dollars. In some instances, where the place of meeting has been remote, and where, in addition to the cost of teachers, lecturers, rooms, fuel, attendance, and so forth, I have been obliged to procure some indispensable apparatus, the actual expense has exceeded the amount of the appropriation. In these cases, although my own services at the Institutes are always gratuitous, I have had to pay the balance from my own pocket.

#### STATE SCHOOL FUND.

The amount of the State School Fund, on the first of December instant, was \$843,347. Notwithstanding the extraordinary demands made upon it, during the last year, (to pay an instalment of the grant to Amherst College, and for other purposes,) its increase, during the year, has been \$21,775.

#### STATE NORMAL SCHOOLS.

These institutions are steadily fulfilling their great mission. They are gradually revolutionizing the methods and processes of instruction, improving its quality and enlarging its quantity, throughout the State. It has been often remarked by the teachers who have assisted me at the Institutes, that, although entire strangers to every member of these bodies, yet, during the first or second day of the session, they were able, without failure, to select those who had attended a Normal School, by the promptness and correctness of their answers.



In my last Report, after mentioning that two of the Normal Schools,—that at West Newton, and that at Bridgewater,—had each been supplied, by private generosity, with a beautiful copy of an Encyclopædia, it was remarked that the Westfield School was the only one “which remained destitute of such a treasure-house of information, where any one could go and get knowledge for the asking.” As soon as my Report was distributed, a gentleman, who prohibits me from using his name, sent me a copy of the Encyclopædia Britannica, for the Westfield School. It is so delightful to announce these deeds of generosity and good-will towards the Normal Schools, that I may well be excused for coveting *future* opportunities to express my gratitude for similar acts of kindness.

#### THE STATISTICAL TABLES

Of the Abstract of School Returns, are subjoined, as an Appendix, to this Report, in compliance with a vote of the Board of Education.

Having now summarily presented the leading events of the last educational year, I proceed to a more general topic,—namely,

#### THE POWER OF COMMON SCHOOLS TO REDEEM THE STATE FROM SOCIAL VICES AND CRIMES.

The incontestible progress which the cause of Popular Education is making, in Massachusetts and in some of the other States of our Union, is a subject for hearty congratulation among ourselves, and for devout gratitude to Heaven. It cannot be denied that the cause has won to itself most able and earnest advocates, who are in no way officially connected with it, but who cherish it from the purest motives of duty and philanthropy. But it happens to this, as to all other good causes, that some of its professed friends have attached themselves to it from collateral, and some from sinister motives. It is equally true that the cause has enemies; although, in this community, there are but few who dare to make open proclamation of their hostility. But opponents are all the more formidable, when

their opposition is secret. Their measures of counteraction are not the less efficient, because they are indirect, and hide their origin under specious pretences. There is a third class, who have no faith in the utility of education. They number it among what they are pleased to call the Utopian schemes of reform with which the age is teeming; and they regard with an ill-concealed suspicion, either the honesty of purpose, or the soundness of intellect, of those who are laboring to uphold its banner, and to bear it forward. There are those also who suspect, in education, the existence of some unknown and mystical power, which, should it once obtain the ascendancy, would bear the community onward, they know not whither; and having some *ism* or *ology* of their own, by which, provided all civil institutions, and Nature herself, will succumb to their dictation, they can forthwith extricate the world from all its troubles, and carry it forward in the directest line, and with the swiftest speed, to a millennial goal, they discard an agency whose power they can neither control nor comprehend. And, lastly, there are those who array themselves against education solely from mercenary motives,—because of the one or two mills upon the dollar, which its support subtracts from their property.

To meet the opposition and the indifference, originating in these and similar prejudgments, the subject of education has been very much “agitated,” particularly in the northern portion of our country, within the last dozen years. There can be no hazard in affirming, that far more has been spoken and printed, heard and read, on this theme, within the last twelve years, than ever before, were it all put together, since the settlement of the colonies. The consequence certainly has been a very marked development of the merits of the subject, and a corresponding opening or expansion of the public mind, for their recognition. To many sensible men, it has come like a revelation, inspiring hopes for the amelioration of mankind, and for the perpetuity of our institutions, which they had never dreamed of before. There are thousands of persons amongst us, whose once darkened minds have been so quickened with life, and illuminated with wisdom, on this subject, as to beget an intoler-



able impatience under old imperfections,—a perception of which has made rest impossible, and the pleasures of home uncomfortable, until, within their respective spheres, they had effected a reform.

In order to make this subject more intelligible to the common mind, as well as to conform to broad distinctions which Nature herself has established, it has been considered under a three-fold aspect,—first, as embracing the proper care and training of the body, that its health and longevity may be secured; second, as cultivating the faculties by which we perceive, compare, analyze and combine, remember, reason, and perceive natural fitness and the beauty of things, so that we may know more of the world in which we are placed, and of the glorious attributes of its Maker; and so that, by more faithfully harmonizing our conduct with its laws, we may the better enjoy its exquisite adaptations to our welfare; and, thirdly, as fashioning our moral nature into some resemblance to its divine original,—subordinating our propensities to the law of duty, expanding our benevolence into a sentiment of universal brotherhood, and lifting our hearts to the grateful and devout contemplation of God.

In pursuance of these fundamental ideas, it has been shown, by the authority of the highest medical men in the country, that, even in the present imperfect state of physiological science, more than one half of all the cases of bodily disability and disease, more than one half of all the pains and expenditures of sickness, more than one half of all the cases of premature death,—that is, of death under the age of seventy years,—are the consequence of sheer ignorance,—not of any irrepealable decree or fatality necessitating their existence, independently of our consent and coöperation,—but of our own brutish ignorance of the conditions of health and life, to which our bodies have been subjected by their Maker. And I desire, also, to be here understood as not including, in this moiety of unnecessary suffering and of untimely death, a single one of that extensive class of cases, which result from a slavish submission to some tyrannous appetite,—such as intemperance for instance,—where the knowledge, even if we possessed it, might

be overborne in a conflict with the sensual desire; but I mean maladies, pains and death, which a bad man would be as quick to avoid as a good one;—which every sane man would desire to escape from, as he would from blindness or deafness, the gout or the tooth-ache. Even were ignorance, then, to be classed among the greatest luxuries of life, it would be found too costly an indulgence to be borne by an economical people.\*

The indispensableness of education to worldly prosperity, has also been demonstrated. An ignorant people not only is, but must be, a poor people. They must be destitute of sagacity and providence, and, of course, of competence and comfort. The proof of this does not depend upon the lessons of history, but on the constitution of nature. No richness of climate, no spontaneous productiveness of soil, no facilities for commerce, no stores of gold or of diamonds garnered in the treasure-chambers of the earth, can confer even worldly prosperity upon an uneducated nation. Such a nation cannot create wealth of itself; and whatever riches may be showered upon it, will run to waste. The ignorant pearl-divers do not wear the pearls they win. The diamond-hunters are not ornamented by the gems they find. The miners for silver and gold are not enriched by the precious metals they dig. Those who toil on the most luxuriant soils are not filled with the harvests they gather. All the choicest productions of the earth, whether mineral or vegetable, wherever found, or wherever gathered, will, in a short time, as by some secret and resistless attraction, make their way into the hands of the more intelligent. Within the last four centuries, the people of Spain have owned as much silver and gold as all the other nations of Europe put together; yet, at the present time, poor indeed is the people who have less than they. The nation which has produced more of the raw material, and manufactured from it more fine linen than all contemporary nations, are now the most ragged and squalid in Christendom. Let whoever will sow the seed or gather the fruit, Intelligence will consume the banquet.

It must be admitted, indeed, that when the people composing any particular state, or country, are compared with each other,

\* See Letters of eminent physicians, in my Sixth Annual Report. Also, Common School Journal, vol. 5.

the wisest are not always the wealthiest. This natural law, like others, is liable to fluctuations and disturbances from artificial and arbitrary institutions. Primogeniture, entail, monopoly, may derange its action; yet, even here, as if to add confirmation to the general principle, it is always found that the families of inferior minds who inherit wealth, and the imbecile sovereigns or rulers who inherit power, owe their elevation to the greatness of some ancestor, whose mental superiority not only won preëminence for himself, but for his descendants also. Where wealth or social position has not been earned or won by the possessors themselves, it is the representative of some ancestral talent, whose force is not yet expended.

Who that visited the late Mechanics' Fair, in the city of Boston, was not bewildered by the number and diversity of the products of inventive genius and skill there exhibited? To the common observer, it was profusion producing confusion. What would be the result and "sum total," of a Mechanics' Fair, among a tribe in the interior of Africa, or among the aborigines of our western wilderness? Hardly more than a stone hatchet, a flint-headed arrow, a stick burned at the end and sharpened into a spear, and a few yards of tawdry wampum! Yet the variety and richness of the one, compared with the poverty and rudeness of the other, would be but feeble symbols of the relative power and weakness of the minds from which they sprung. And whence came the vast, the wonderful intellectual superiority? It came from the old slate and pencil; the bit of chalk, and the bit of board, planed or unplanned; the spelling-book, and the reading-book, which have been found in every household through all our borders, from the time of the first rude huts that went up, amid winter and storm, about Plymouth Rock;—which have been the companions and play-things of every nursery, and the business-things of every school-room, for more than two centuries; until the children, as if by force of hereditary instinct, seem to look round inquiringly after them, almost as soon as they are born. These are the acorns whence the majestic forest has sprung.

If the difference between persons dwelling in the same community, and living side by side, be less striking to the senses, it



is not less instructive to the reason. In my Fifth Annual Report, I presented the testimony of some of the most eminent and successful business men amongst us, proving, from business data, and beyond controversy, that labor becomes more profitable as the laborer is more intelligent; and that the true mint of wealth, the veritable coinage of the country, is not to be found in magnificent government establishments, at Philadelphia or New Orleans, but in the humble schoolhouse.

On the occasion referred to, one of our most sagacious manufacturers declared, not only in accordance with the conclusions of his own reason, but as the result of an actual experiment, that the best cotton mill in New England, if worked by operatives so low in the scale of intelligence as to be unable to read and write, would never yield the proprietor a profit;—that the machinery would soon be worn out, the owner impoverished, and the operatives themselves left penniless. Another witness, for a long time superintendent of many work-people, made the following striking remark: “So confident am I, that production is affected by the intellectual and moral condition of help, that, whenever a mill or a room should fail to give the proper amount of work, my first inquiry, after that respecting the condition of the machinery, would be, *as to the character of the help*; and, if the deficiency remained any great length of time, I am sure I should find many who had made their marks upon the pay-roll, being unable to write their names; and I should be greatly disappointed, if I did not, upon inquiry, find a portion of them of irregular habits and suspicious character.”\*

Is it not, in fact, most palpably demonstrable, from a comparison of the nature of man with the powers and properties of the material universe in which he is placed, that he was designed to reach a point of intellectual and moral elevation, far higher than any which the most favored people on the earth have yet attained? A material world, active with such invisible energies, and constantly displaying such fitful changes, as belong to our planet, would be the most cruel prison-house to beings, capable of perceiving its aspects, but incapable of understanding its laws. The superiority of our affective and sympathetic faculties over those possessed by the lower orders

\* See Fifth Annual Report, pp. 96–100. Also, Common School Journal, vol. 4, p. 361.

of creation, would only render us so much the more miserable and defenceless, if we had not the faculties of reason and judgment, also, by which we are able to bring ourselves into harmony with surrounding circumstances. Without knowledge, our present lives would be far more wretched than those of the brutes which perish; for we should be vulnerable on all sides, capable of suffering the keenest pain, while incapable of avoiding its causes. The revolution of the seasons would inflict want and debasement upon the whole race, if we could not foresee their vicissitudes, and provide for their varying necessities. Comets and eclipses are fitted, in their very natures, to shed consternation and dismay upon the hearts of men, until the intellect comes in to explain the sublime order that produces them.\*

To the savage, thunder and lightning are tokens of divine wrath; while, to the Christian philosopher, they are only emphatic and vivid proofs of the greatness and wisdom of God. To the enlightened mind, a tempest, or a whirlwind, is only a tempest, or a whirlwind; but a barbarian dreads them a thousand times more, for the anger of the gods which they denote, and for the evils they portend, than for any actual injuries which they inflict. The auroras of the north, so beautiful to the eye of science, have shaken myriads of hearts with fear. That numerous and various class of phenomena, which we call optical illusions, are sources of the direst terror to the ignorant, while they gratify a philosophic curiosity with the purest de-

\* It has been well said, "No eye has ever witnessed the spectacle of a total eclipse of the sun, even when announced with every characteristic of accuracy, without a shudder of awe, a sensation of deep terror, which reason, in vain, essays to subdue. The chilling and sombre darkness which spreads over nature, the manifest terror of birds and animals, their instinctive retreat to the abodes of man, as if some awful danger were impending, the horror of the idea of the destruction of the great source of light and life, and the possible dissolution of nature,—all conspire to render this one of the most terrific scenes that the eye of man has ever witnessed. What, then, must have been the horror which seized every spectator of this awful scene, in those ages of the world, when profound ignorance of its physical causes existed, and this terrible phenomenon burst suddenly upon the world, unanticipated and unannounced?"

The great Roman historian and annalist has, in a few graphic sentences, depicted the effect of an eclipse of the moon on the devoted legions of Pannonia. These hardy veterans, these iron men, born and bred to battle and to war, cowered before the awful spectacle, marched in agony to their contemned commanders and implored their forgiveness, and deprecated the wrath of the avenging gods, for their disobedience and insubordination."—*Sidereal Messenger*.

light. In short, we know that all the wonders and glories which Nature displays in her majestic course, are only sources of superstition to those who have not learned her sublime laws,—darkening the already darkened mind, debasing the debased, and terrifying the affrighted. It seems impossible that a benevolent Being could have gifted the human race with its high faculties, if he had not provided for and ordained their development and edification. All the other orders of animated nature are adapted to their condition; but a human soul, quickened by irrepressible impulses of curiosity, subject to the illusions of hope and to the agonies of fear, but with no power to unriddle the mysteries by which it is encompassed,—with no power to realize the hopes spontaneously springing up within it, or to emancipate itself from the bondage of fear;—such a soul would be, forever, the trembling slave of nature, while nature would be a tyrant over it, deaf and remorseless. Whatever name might be given to the place of its habitation, it would be a habitation of unquenchable fire.

Knowledge, and a highly developed and highly trained reason, are, to the temporal necessities of man, what instinct is to the brute. But instinct is complete, perfect, self-active; while knowledge and reason can never reach any adequate height, without vigorous self-effort, and copious instruction from others. Far better, therefore, would it have been for mankind, had they never been elevated in the scale of existence above the *Simia* tribe,—the ape, the monkey, or the baboon,—than that they should have been endowed with the faculties of memory, of hope, of fear, and of imagination, without an adequate ability to derive wisdom from past experience, and to make provision for future necessities. There is no earthly power but education, which, by supplying these wants, can rescue the human race from sinking as much below the brute creation, as they were designed to rise above it.

So, too, if the practice of equity, virtue and benevolence were not possible for the race, its condition would be far more deplorable than that of any horde of wild beasts that ever prowled through a wilderness, or hid themselves, for ambush, in the depths of a jungle. Even tigers and wolves, with all



their ferocity, can inflict but a transitory pain upon each other, or upon the weaker races around them. The most ingenious of all the animals have never invented machines to torture those of their own or of an inferior order. The iron boot, the thumb-screw, the rack, the fagot, are dreadful realities in natural history, but the infamy of their invention and their use belongs not to the brute creation. Brutes cannot build ships, and cross oceans, to despoil or enslave a defenceless and kindred race in another hemisphere; nor can they forge any fetters, whether of iron or of law, which shall bind in remorseless bondage, not only the victim himself, but generations of his descendants. Brutes cannot bereave each other of their natural instincts, make the mother forget her young, the mated pair assail each other's lives, or the offspring lay parricidal hands upon its parent, by transforming the choicest fruits of the earth into poison, and selling this poison for ignominious gain. The most selfish and ignoble races that ever flew through the air, or swam in the sea, never availed themselves of the accidental possession of power to establish orders of patrician and plebeian, or of lord and commoner, and thus to doom one portion of their number to perform all the toil, and bear all the burdens, of the tribe, while they themselves monopolized all its leisure and its luxuries. What a spectacle would be presented, if a few individuals of some family of insects, gathering themselves into conclave upon some spire of grass in the middle of a vast plain, or upon some leaf in a boundless forest, should there presume, not only to adjudicate upon all the purposes of creation and all the mysteries of eternity, but should denounce imprisonment and torture, the fagot and the scaffold, upon all who would not bow to their authority and avow assent to their conclusions. There are tribes of the brute creation, it is true, which prey upon other tribes; but it is only for the satisfaction of a physical want, and when their hunger is appeased, their fierceness subsides; but not in the north, where their rage is whetted by arctic cold, nor in the south, where their blood is fevered by tropical heats, do they ever inflict upon a victim the life-long solitude of a dungeon, or gratuitously burn his body and heap contempt upon his ashes, for not believing as they believe, or for not acknowledging, as

the Great Spirit of the universe, the idol which they may have set up. If, then, I say, it had not been a part of the divine determination, in the creation of our race, that its terrible propensities should be controlled, and its higher susceptibilities advanced into supremacy; zoology has yet to discover the species of animals so vile, so wretched, so mutually predaceous, that mankind has not reason to envy them. If posterity is to be what history shows us that nineteen-twentieths of all the preceding world have been, what not less than four-fifths of it now are, then is man not the noblest but the ignoblest work of creation, the accursed and not the favored of Heaven. Not believing in such a destiny, I believe there is a way to avoid it.

Having proved, then, in former Reports, by the testimony of wise and skilled men, that disease may be supplanted by health, bodily pain by enjoyment, and premature death by length of life, merely by the knowledge and practice of a few great physiological principles,—such as every person can easily master before the age of sixteen years;—and having also shown, by testimony equally authentic and satisfactory, that intelligence, coöperating with the bounties of nature, is sufficient to secure comfort and competence to all mankind,—I propose to myself, in the residue of this Report, the still more delightful task of showing, by proofs equally unexceptionable and convincing, that the great body of vices and crimes which now sadden and torment the community, may be dislodged and driven out from amongst us, by such improvements in our present Common School system, as we are abundantly able immediately to make.

During the last summer, in order to a clear and full presentation of the subject to those persons whose testimony I wished to obtain, I prepared a Circular, setting forth, with as much precision and completeness as possible, certain specific emendations of our present school system,—only such emendations, however, as we can readily make,—and appealing to the experience and judgment of the persons addressed, to know what would be the results, were the system to be so amended. This circular was sent to teachers highly competent to give evidence on so important a subject,—competent, from their science and from their personal experience, from the sobriety of their

judgment and from their freedom from any motive to overstate facts, or to deduce inferences too broad for the premises on which they were founded. In fine, the circular was sent to persons whose elevated character and whose extended personal acquaintance with the subject-matter on which they testify, place them above denial, cavil or suspicion.

The Circular and the Answers to it follow :—

### CIRCULAR.

To ———

I desire to obtain the opinion of teachers who are both scientific and practical, on a subject of great importance to the cause of Popular Education. Your long experience in school keeping; the great number of children whom you have had under your care, and your well-earned reputation as an instructor and trainer of youth, prompt me to apply to you for answers to the subjoined inquiries.

My general object is to obtain such an opinion as your experience will authorize you to give, respecting the efficiency, in the formation of social and moral character, of a good Common School education, *conducted on the cardinal principles of the New England systems*. In other words, how much of improvement, in the upright conduct and good morals of the community, might we reasonably hope and expect, if all our Common Schools were what they should be, what some of them now are, and what all of them, by means which the public is perfectly able to command, may soon be made to become.

As we look around us, we see that society is infested by vices, both small and great. The value of life is diminished, and even life itself is sometimes made burdensome and odious by the existence amongst us of pests and nuisances in human form, whom the law forbids us to destroy, and whom, with all our efforts, we are unable wholly to reform. Were we permitted to hunt out and exterminate from society a wicked or mischievous man, as we would a prowling wolf from the sheep-fold, or could we apply the sovereign antidote of extinction to a pestilent brood of children, whom profligate parents are about to send forth into the world, we might then secure ourselves, in a summary manner, from present fears and from future annoyance. So too, if we could arrest the momentum of long habit, or win back to the paths of virtue those who, by their frequent tread, have worn the highways of vice both smooth and broad, we should then have access to a milder though a more laborious remedy. But the common sentiments of mankind would revolt at any proposal to prevent all violations of the moral code by extinguishing the life of the violators; and all history and experience afford concurrent proof that the inbred habits of grown men and women,—their accustomed trains of thought and of action,—are mainly beyond the control of secondary causes. Hence it is,



that a great part of the legislation of every state and nation; a vast majority of the decisions of all legal tribunals; and a still larger porportion of all the labors and expenditures of philanthropic and Christian men, have been devoted to the punishment of positive wrong, or to the vain attempt to repair its nameless and numberless mischiefs. Could these wrongs and mischiefs be prevented, our descendants would inherit a new earth.

The *classes* of common offences by which society is vexed and tormented, are numerous; but the *individual acts of commission*, under the respective classes, are absolutely incomprehensible, save by the Omniscient.

There is the detestable practice of profane swearing, which is motiveless and gratuitous wickedness. This is a vice which neither gives any property to the poor man, nor any luxury to the rich one. It degrades even the clown to a lower state of vulgarity; and it would render the presence even of the most polished gentleman offensive and disgusting, if it were ever possible for a *gentleman* to be guilty of it.

Though greatly restricted, at the present day, in its destructive agency, and gradually withdrawing itself from the more respectable and intelligent classes to the two extremes of society,—to the luxuriously rich and the self-made poor,—yet the vice of Intemperance still exists amongst us. Wherever it invades, it eats out the substance of families; not only consumes the means of educating children, but eradicates also the very disposition to educate them; involves the innocent in the sufferings of the guilty, even torturing them with superadded pangs of shame which the guilty do not feel; and, according to the divinely ordained laws of our physical being, it visits the iniquities of the fathers upon the children unto the third and fourth generation, by sowing in their constitution the seeds of inordinate desires.

Below that degree of slander or defamation which the law denounces as punishable, there exists such an amount of censoriousness and detraction, as often estranges acquaintances, dissolves friendships, introduces discord into neighborhoods and communities, and sometimes entails hereditary animosities upon families and circles, which might otherwise be blessed by harmony and peace.

Nor can the gross and cowardly offence of lying be omitted from this odious catalogue. This vice includes in its very nature so much of the assassin and the dastard, that it lurks to inflict secret blows, or only ventures abroad, when large numbers, bound together by strong ties of passion or of interest, impart mutual confidence and boldness in the prosecution of a common object. Hence a private individual, who is known as a liar, is detested, scorned, and shunned; while profligate political defamers and sectarian zealots, inspired by a common sentiment of ambition or of intolerance, and keeping themselves in countenance by their numbers and their partisanship, welcome this vice as an ally, and rejoice in the successes obtained by its aid. No patriotism is proof against the rancor of party spirit; no piety or good works against the rage and blindness of religious bigotry.

In pecuniary transactions, the temptations to overreaching, to exorbitance, and to actual dishonesty, are yielded to with a most lamentable frequency. The buyer takes advantage of the necessities of the seller, and obtains a transfer of his property for a small part of its value; or sometimes, by adroit management and preliminary scheming, he creates the necessity which places the victim within the jaws of his avarice. The seller knowingly overstates the quantity, the quality, or the value of the commodities he sells; and perhaps takes advantage of the ignorance or credulity of the purchaser to obtain a price which he knows to be exorbitant and inequitable. The employer often avails himself of the necessities of the employed to obtain his services for less than they are worth; he summons in hunger, and cold, and the sufferings of a dependent family, as advisers in helping to make an unrighteous bargain, and as sureties for its performance. Men without any pecuniary resources which they can call their own embark in hazardous speculations, where, if the rash adventure should chance to prove successful, they will pocket all the gain; but should it turn out to be disastrous, their creditors must suffer all the loss.

In some of the commercial countries of Europe, a merchant's insolvency affects his moral character hardly less than his pecuniary credit. If a bankrupt cannot show that his deficiency of means was occasioned by some disaster which he could not control, or by some loss which he could not reasonably be expected to foresee, he forfeits his mercantile standing amongst honorable dealers, and can retrieve his character only by actual proof of returning, or of newly created honesty. A second failure, unexplained and unatoned for, brands with disgrace, and expels not more from the traffic than from the companionship of honorable men.

The above classes of wrong-doing, together with many others of a kindred nature, are regarded by the law as minor offences. Some of them it does not undertake to punish; yet, from their wide-spread prevalence and great frequency, they perhaps inflict as large an aggregate of evil upon society as those of a more heinous and formidable character, but of less frequent occurrence.

In regard to offences of a graver nature,—such as come under the head of crimes or felonies,—the condition of our country compares favorably with that of any other part of Christendom. Especially will this remark appear true, if we consider the slight amount of preventive force, made use of, in any part of our Union, to deter from actual transgression; and, as a general rule, the lightness of the penal sanctions held up as a terror to evil-doers. Yet that there does exist amongst us an appalling amount of criminality of this deeper dye; that flagrant offences against the rights of property, of person, of reputation, and of life are perpetrated, is proved by the records of our criminal courts, and by the mournful procession of convicts and felons, whom we see on their way to our penitentiaries and other receptacles prepared for the guilty.

Including all classes of offenders, both the less and the more flagitious, it is undeniable, that there exists amongst us a multitude of men, of whom it may



be truly said, that it would be better for the community had they never been born; or had they died in childhood, before their propensities for evil had been developed, or before they had gone abroad to disturb the peace of society, and to destroy that sense of security which every honest man is entitled to feel. To thin the ranks of this host of enemies to the welfare of the race, or to cripple the evil energies of those who could not be wholly reclaimed, has been the object of philanthropists and sages from the beginning of time. Their efforts, however, have been expended a million fold more upon the old than upon the young; and a million fold more, also, in the way of punishment than of prevention.

Among the republics of ancient times, a few wise and sagacious men did clearly perceive the bearing of education upon character; and, of course, upon innocence and guilt, both personal and public; but among the masses of the people there never existed any settled and operative conviction of this truth; and not a single year can be pointed out in all their long annals, where a majority of those who held the reins of government, and framed the laws of the state, rose to any practical or even theoretic conception of the grand idea, that the vital intelligence or the stupidity, the integrity or the dishonesty of the people at large, will be measured and bounded by the kind and degree of the education imparted to its children, just as the zones upon the earth's surface are measured and bounded by the amount of sunlight which is shed upon them.\*

In modern times, this relation of early education to adult character has been more clearly and generally recognized as being, what it truly, to a very great extent, is, a relation between cause and effect. As one means of establishing this truth, many earnest well-wishers of their race have made extensive collections of what are called the "Statistics of Education and Crime." The inmates of large penal establishments have been subjected to a personal examination, in order to ascertain whether a greater proportion of them, than of the community at large from which they were taken, were wholly ignorant of letters. In this investigation, the comparison has been made between those who were able both to read and write, and those who could perform neither or but one of these operations.

I will not dwell here upon the amazing absurdity of any definition of the word "Education," whose spirit or whose terms are satisfied by the mere ability to read and write. Reading and writing may be, and, among this class of persons, they usually are, mere mechanical processes; and how such attainments should ever have been dignified by the name of education, or confounded with that noble culture of the soul which pours the noon-day illumination of knowledge upon the midnight darkness of ignorance, which seeks to enthrone the moral faculties over all animal desires and propensities, and to make the

\* Even Marcus Aurelius declared himself satisfied, if he could only improve a few persons; and he denied the possibility of establishing Plato's republic.

entire course of instruction subservient to the great duties of love to God and love to man ;—how an absurdity so extravagant and now so obvious, could ever have been committed, can be explained only by reference to the low and unworthy ideas of education which once prevailed.

The naked capacity to read and write is no more education than a tool is a workman, or a telescope is a Laplace or a Le Verrier. To possess the means of education is not the same as to possess the lofty powers and immunities of education, any more than to possess the pen of a poet is to possess a poet's skill and "faculty divine;" or than the possession of the Gospel is the possession of that liberty wherewith Christ maketh his disciples free; and, that reading and writing are only instruments or means to be used in education, is a truism now so intuitively obvious as to disdain argument. And hence it is, that, of two persons one of whom can barely write his name or spell out a paragraph in a newspaper, while, to the mind of the other, the contents of all manuscripts and of all libraries have no more existence than nonentity has to his senses, it would be hazardous to affirm that the chances of the former for a virtuous life are much superior to those of the latter. Nor do the best authorities dispel all the clouds of doubt which hang over this question. Some writers maintain that crime actually increases in proportion to the diffusion of the rudiments of knowledge, provided the knowledge which is diffused stops with mere rudiments. I think, however, it must be conceded that the preponderance of names and of statistical results does, on the whole, clearly favor the opinion that crime recedes as knowledge advances; and that, as the full-risen sun enables a traveller to see his path and to avoid the dangers that beset it, so the first and faintest gleaming of the morning twilight *helps* him to discover his way and to shun its perils. It must also be remembered, that when great numbers are taken as the basis of comparison, all of whom possess the rudiments of knowledge, it will always happen that some of them will possess more than the rudiments. Hence, taking whole communities together, I believe the legitimate and inevitable conclusion to be that every advance in knowledge, amongst a people, is *pro tanto* an invasion of the domain of crime.

For years past, however, although I have carefully scrutinized these so-called "Statistics of Education and Crime," and am convinced that they do establish a distinction between the two classes,—one of which can read and write, while the other can do neither of these things or but one of them,—in regard to their relative exemption from crime, or exposure to it, yet I have never been able to bring myself to present these schedules to our people, as an argument in favor of that elevated and ennobling education to which it is their duty to aspire. I have felt that, by so doing, the argument would be shorn of half its power by the feebleness of the proofs brought to sustain it. It would be like exhibiting a taper to prove the existence of light, while surrounded by the sun's effulgence. Our present state of society, the form of government under which we live, the improvable faculties with which we have been endowed

by our Maker, and the solemn destiny that awaits us,—all demand vastly more than “a knowledge of the nature and power of letters, and the just method of spelling words,” and the mechanical ability to imitate, with a pen, their written or printed signs.

Yet this degrading idea of education, which was first conceived in reference to the ignorant classes of Europe, has been, to some extent, adopted and acted upon in our own country. The last census of the United States, taken by authority of a law of Congress, and in compliance with a provision of the Federal constitution, proceeded upon this European fallacy. It virtually adopted the old line of distinction between education and ignorance, for it required an enumeration of all persons over twenty years of age, who were unable to read and write. The results have been published, and they are now embodied with the permanent statistics of the country. Towns, counties and states are classed, their condition is mentioned with honor or with opprobrium, according to their relative position above or below this absurd standard of knowledge and culture. It is inevitable that this legislative sanction of such a standard,—this naturalization of it, so to speak,—should have a most baneful effect in debasing public opinion upon the subject. Facts of an interesting nature are presented, it is true, but their tendency is to rob education of all its noblest attributes.

But though the public mind always tends strongly to conform its modes of thinking to legal definitions, and to subscribe to opinions sanctioned by high authority, yet the common sense of the community, especially in the more educated States of the Union, has outgrown these contracted notions, and has claimed for the word *education*, a far ampler and loftier significance. All intelligent thinkers upon this subject now utterly discard and repudiate the idea that reading and writing, with a knowledge of accounts, constitute education. The lowest claim which any intelligent man now prefers in its behalf is, that its domain extends over the threefold nature of man;—over his body, training it by the systematic and intelligent observance of those benign laws which secure health, impart strength and prolong life; over his intellect, invigorating the mind, replenishing it with knowledge, and cultivating all those tastes which are allied to virtue; and over his moral and religious susceptibilities also, dethroning selfishness, enthroning conscience, leading the affections outward in good-will towards men, and upward in gratitude and reverence to God. In thousands of reports, prepared by school committees; in frequent addresses and lectures, delivered on public occasions; in all educational documents emanating from high official sources; and in every work pretending to scientific accuracy, or to any comprehensive outline of the subject, these sacred and majestic attributes have been set forth; and it has been demonstrated, hundreds of times over, that the effect of a sound education of the people, must, not accidentally but necessarily, not occasionally but always, be, to repress the commission of crime and to promote the diffusion of human happi-



ness; and that to act in conscious defiance or disregard of these truths, is treachery to the best interests of our fellow-men, and impiety towards the Author of the moral universe.

But notwithstanding all that has been said, and so well said, as to the moral power of education in reforming the world, there have still been a vagueness and an indefiniteness, *in regard to the extent of that power*, which have shorn argument and eloquence of much of their strength. Nowhere have its advocates set forth, distinctly and specifically, *how much* they believe can be accomplished by it. When an alleged improvement is presented to a judicious man, he wishes to know whether, and to what extent, its benefit will exceed its cost. A capitalist will not aid a new enterprise with his money, until he is satisfied of the profitableness of the investment; nor will a manufacturer purchase new machinery, unless he is convinced that it will do better work in the same time, or equal work in less.

It seems to me that the time is now arrived when the friends of this cause should plant themselves on a more conspicuous position; when, surveying the infinite of wretchedness and crime around them, before which the stoutest heart is appalled and humanity stands aghast, they should proclaim the power and the prerogatives of education to rescue mankind from their calamities. Founding themselves upon evidence that cannot be disputed, and fortifying their conclusions by the results of personal experience, they should proclaim how far the miseries of men can be alleviated and how far the dominion of crime can be overthrown, by such a system of education as it is perfectly practicable for every civilized community forthwith to establish; and thus they should awaken the conscience of the public to a sense of its responsibility.

The idea will be more distinctly presented under an inquiry, like the following:

Under the soundest and most vigorous system of education which we can now command, what proportion or per-centage of all the children who are born, can be made useful and exemplary men,—honest dealers, conscientious jurors, true witnesses, incorruptible voters or magistrates, good parents, good neighbors, good members of society? In other words, with our present knowledge of the art and science of education,—and with such new fruit of experience as time may be expected to bear,—what proportion or per-centage of all children must be pronounced irreclaimable and irredeemable, notwithstanding the most vigorous educational efforts which, in the present state of society, can be put forth in their behalf; what proportion or per-centage must become drunkards, profane swearers, detractors, vagabonds, rioters, cheats, thieves, aggressors upon the rights of property, of person, of reputation, or of life; or, in a single phrase, must be guilty of such omissions of right and commissions of wrong, that it would have been better for the community had they never been born? This is a problem which the course of events has evolved, and which society and the government must meet. If, with such ed-

educational means and resources as we can now command, eighty, ninety, ninety-five, or ninety-nine per cent. of all children, can be made temperate, industrious, frugal, conscientious in all their dealings, prompt to pity and instruct ignorance, instead of ridiculing it and taking advantage of it, public-spirited, philanthropic, and observers of all things sacred ;—if, I say, any given proportion of our children, by human efforts and by such a divine blessing as the common course of God's providence authorizes us to expect, can be made to possess these qualities and to act from them ;—then, just so far as our posterity shall fall below this practicable exemption from vices and crimes, and just so far as they shall fail to possess these attainable virtues,—just so far will those who frame and execute our laws, shape public opinion and lead public action, *be criminally responsible for the difference*. I can conceive of no moral proposition clearer than this. Society, in its collective capacity, is the possessor of all the knowledge, and the owner of all the property in existence. Governments have been organized, and are invested with power to use any needful amount of this property for purposes of education ; and, by holding out adequate inducements and remuneration, they can command the services of the highest talent. Here, then, duty and the means to perform it, come together. The only remaining question is, *How much can be done ?* for, in a cause and for a purpose like this, nothing which can actually be done, can be guiltlessly omitted. If it is proved, with a reasonable degree of certainty, that ninety-nine, ninety-five, ninety, eighty, or any other given percentage of all children can be rescued from vice and crime, and can be so educated and trained as to become valuable citizens ; but the State refuses or declines to do this work, then the State itself becomes a culprit, and before the great Moral Judge who is seated on the throne of the universe, it must stand, a spectacle of shame and guilt, like one of its own inferior culprits, before its own judicial tribunals.

With these preliminary observations, which seemed to be necessary in order to a full exposition of the object I have in view, I proceed to submit the following specific inquiries, and to request your answer to them :

1. How many years have you been engaged in school-keeping, and whether in the country, or in populous towns or cities ?
2. About how many children have you had under your care ; of which sex, and between what ages ?
3. Should all our schools be kept by teachers of high intellectual and moral qualifications, and should all the children in the community be brought within these schools, for ten months in a year, from the age of four to that of sixteen years ; then, what proportion,—what percentage,—of such children as you have had under your care, could, in your opinion, be so educated and trained, that their existence, on going out into the world, would be a benefit and not a detriment, an honor and not a shame to society ? Or, to state the question in a general form, if all children were brought within the salutary and auspicious



influences I have here supposed, what per-centage of them should you pronounce to be irreclaimable and hopeless? Of course, I do not speak of imbeciles or idiots, but only of rational and accountable beings.

You will perceive that, in certain respects, I am supposing no change in the present condition of society. I am taking families as they now are, and am allowing all the unfavorable as well as the favorable influences of the old upon the young, to continue to operate, at least for a time, as heretofore. Nor do I suppose any sudden or transforming change in coöperative or auxiliary institutions,—such as the sabbath school, the pulpit, and so forth,—although it is certain that such a state of things as is here outlined, would gradually impart new vigor to all that advances the progress of society, while it would impair the force of all that retards it.

On the other hand, however, I am supposing two great changes. I am supposing all our children to be placed under the care of such a class of men and women as we now honor by the appellation of first class, or first rate teachers;—of such teachers as are able, in the schoolroom, both to teach and to govern; and who, out of the schoolroom, will be animated by a missionary spirit in furthering the objects of their sacred vocation. I have also supposed that *all* the children in the community shall be brought under the forming hands of such teachers, from the age of four to that of sixteen, for ten months in each year.

While, therefore, the above supposition leaves children exposed in many cases, to the pernicious family and social influences, under which they are now suffering, it assumes that all the children, when out of school, shall meet only such children as are enjoying the same high training, the same daily instillation of moral principles, as themselves. My supposition allows a continuance of the same family and adult influences, (at least until these shall be supplanted by the better influences of the rising generation,—action and reaction hastening results,—) because these influences are facts which no earthly power can cause to be immediately changed. But I have supposed this noble company of teachers, this length of schools, and this universality of attendance, because these are reforms on the present condition of things, which can be effected without any great delay;—at the furthest a very few years being an ample allowance for the completion of such a change.

To reduce my third question, then, within its narrowest limits, and to make it as definite and precise as possible; suppose yourself to be stationed as a school teacher in a place similar to any of those in which you have before labored; suppose yourself, too, to be surrounded by teachers fully as capable and as zealous, in all respects as yourself; and suppose, further, that all the children are brought under your care or theirs, as above specified,—that is, for a period of twelve years, or from four to sixteen, and ten months in each year;—and will you then please to declare what proportion or per-centage of those under your own care, you believe could be turned out, the blessing and not the bane, the honor and not the scandal of society; and on what proportion or

per-centage,—the complement of the other,—would your experience compel you to pronounce the doom of hopelessness and irreclaimability?

Very truly and sincerely, yours, &c. &c.

HORACE MANN,

*Secretary of the Board of Education.*

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*Letter from John Griscom, Esq.*

BURLINGTON, N. J. 8 mo. 27th, 1847.

MY ESTEEMED FRIEND,—I can freely say, that the Circular Letter, which thou hast given me the favor and pleasure of perusing, meets my cordial approbation. I regard it as a very fair and reasonable inquiry to be put to teachers of experience, by those whose official and legal duty it is to watch over the interests of Education,—how far they consider it in the power of Common Schools to rectify the evils which afflict society, and to which mankind are by nature prone. The most prominent of these evils are forcibly and eloquently depicted in the circular.

Defective, indeed, must be the qualification of that man or woman, as a teacher and guide of youth, who does not believe, that, in addition to the knowledge of letters and science, which it is his or her business to lead them into, it is equally a duty, on every suitable occasion, as far as practicable, to inculcate those principles of "good behavior," of honesty, kindness, justice, purity and benevolence, which are essential elements in the character of every honorable and worthy member of general society. That too many teachers have an extremely imperfect view of the moral claims of children, cannot be questioned;—but that the ratio is increasing of those who believe that the moral obligations they are under to their pupils constitute a prominent and ceaseless part of their duty, may, I trust, be safely affirmed.

It was a noble enactment of the founders of the New England System of Free Schools,—that the morals of the teachers should be good, and that *Good Behavior* should stand as conspicuously among the things to be learned, as Reading and Arithmetic. It is a noble thing, too, that in the Constitution of Massachusetts,—the fundamental law of the State, in reference to the encouragement of learning,—it was provided that "it shall be the duty of legislatures and magistrates, in all future periods of this Commonwealth, to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in dealing, sincerity, good humor, and all social affections and generous sentiments among the people."

If children may be indoctrinated, more or less, at school, in the principles of good morals and good behavior, a skill and power must reside in the teacher, for effecting this object; and no intelligent person will be so absurd as to deny, that every teacher, who feels a love for his scholars and an interest in their happiness, does possess, in a certain degree, this power. The proof of it is abundant. Often is the remark made by parents, that, since their children had entered the schools of certain teachers, their conduct at home had become much better;—they had increased in docility, studiousness, industry, obedience to parents, and kindness to all around them. Other evidences of improvement are not wanting even to common observers. That a great difference exists, even with equal advantages of learning and character, in the skill and power of different teachers, to gain a moral empire over their pupils, must certainly be admitted. It is a gift, a grace, a talent, which all do not possess alike. But the difference is not more observable among teachers, than among parents, masters, overseers, and superintendents of men, as well as of children. The recognition of this gift or talent should be a matter of special thought and inquiry with all committees and trustees of schools, in the examination of candidates for public teaching. But how imperfect soever this qualification may be in any one who assumes the station of teacher, no reason can be offered for neglecting its assiduous cultivation. It is one of the highest importance in the shining catalogue of virtues which illustrate the character and embalm the memory of the accomplished teacher. Were all teachers of Public Schools endowed with the temper and qualities of a Benezet, a Dr. Arnold, or an Elizabeth Fry, could the least doubt be entertained of their immediate influence upon the tone of public morals? Every family would feel the benign impression in all its pulsations.

That sound literary and moral instruction are not only conservators of the innocence of youth, but excellent reformatories of juvenile delinquents, is satisfactorily proved, not merely by the experience of good schoolmasters, but, pointedly, by the success of Houses of Refuge, wherever established and rightly conducted. The testimonials which the annual reports of these institutions contain of the good conduct of numerous children of both sexes, (after being bound out as apprentices,) whose early years had been stained with crime, are very cheering, and demonstrative of the efficacy of literary, moral and religious instruction. Even our State penitentiaries will yield some additions to the evidence, that moral suasion and example may change the principles and future conduct of adults, whose hearts had been long alienated from virtue.

Indeed, whether we consider a continued indulgence in evil passions,—anger, malice, covetousness, hatred, selfishness, cruelty,—as evidences of temporary or partial *insanity*,—or, as cases of *possession* of the great spiritual adversary,—the true remedy for such evils is to be found in the issues of a faithful devotion, on the part of the reformer, to the two great commandments, on which “hang all the Law and the Prophets,”—supreme love to God, and to



love our neighbors as ourselves. A teacher, or guardian of youth, acting as the head of a school, of a family, of a factory, a prison, or a hospital, will, in proportion to the predominance of this LOVE in his heart, be successful, according to his capacity, in turning the currents of thought from vice to virtue, from error to truth, from earth-born desires to heavenward affections.

Since, therefore, no one can doubt that a moral power of this nature does exist, (subordinate, as I would wish it to be understood, to the grace of God in the heart,) I hold it to be a rational subject of inquiry and request, to be made of those who have surveyed human nature most extensively under the aspect of schools, and who have had most experience with children and youth, --to state their convictions of the actual potentiality of literary and moral instruction in schools, to erect barriers against the encroachments of evil, and eventually to purify the land from the increasing abominations of vice and criminality.

I shall be surprised if the inquiries contained in the circular do not elicit answers decidedly in favor of the expediency of more stringent legislative action, in nearly every portion of the United States. Yet there may be found, in the answers, no little discrepancy of sentiment on various points which the subject involves. A low tone of feeling, with respect to the actual influence of schools, is lamentably prevalent over large portions of our territory; and many there doubtless are who believe that this influence is too insignificant to become the subject of concern on the part of statesmen and legislators. This degrading sentiment has probably its origin, at least in very numerous instances, in certain views of the unchanging character of the natural dispositions of mankind. True it is that there is stability in nature. Its existence is a proof of Divine wisdom and economy. Instincts are stable. National characteristics are palpably obvious through successive ages. Family dispositions, as well as features, are traceable through several generations.

In accordance with this notion of unchangeableness, teachers can and do discover, in the boy of eight or ten, the genuine rudiments of the man; and may exercise, with much precision, their *seership* upon his future worth in society. Poets and moral writers have given countenance to the belief in this natural inflexibility. Horace declares, "though you turn nature out of doors with violence, she will still return." (*Naturam expellas furca, tamen usque recurret.*) Yet surely he might have added, that the returning adolescent may be a great modification of the expelled boy bravado.

There are very many sceptics with respect to the utility of *knowledge*, as a means of ameliorating the morals of mankind. And to the question, taken in the abstract, do learning and science, superadded to human nature, *necessarily* lead to moral purity?—the answer, I fear, must be given in the negative. Human nature does, very commonly, prove too hard a match for reason and judgment. The most profound science and the most exalted talent cannot always prevent a man from being at once "the greatest and meanest of mankind." The Marats and the Condorcets of the French Revolution, the Tom

Paines and the Aaron Burrs of our own country, and thousands of others of like character in almost every nation where learning prevails, appear to demonstrate, that there is no security against a life of profligacy, in mere literature and science. What then can afford a security against the assaults of temptation to evil, casual or habitual? What can effectually restrain individuals, and of course families, neighborhoods and nations, from yielding to the evil propensities which every man finds in his own heart, and thus exhibiting all that is vile in human inclinations? I confess I know of no other answer that can be given to the question,—but, the *GRACE OF GOD*. If the author of *Pilgrim's Progress* could say, on seeing a condemned malefactor passing on his way to Tyburn,—“Ah, me! but for the grace of God, there goes John Bunyan;”—and if the most learned and the greatest of all the Apostles could say, “By the grace of God, I am what I am,”—must we not conclude that this grace is the only effective panacea for human wickedness and immorality? But how to obtain or secure this *Grace*, is the turning point. I know of no other reliable prescription, than *Faith in the Lord Jesus Christ*. An early implantation of this Faith,—with a corresponding inculcation of the truth and divine excellence of the Savior's precepts, I cannot but think is the kind of education which most certainly results in fruits of beneficence to the human race. Accordingly, is there any fact more prominent than all others in the biographies of learned and pious men, than this,—that they were blessed with intelligent and virtuous parents, and, especially, mothers? I think we must conclude, that, constituted as society now is, and, more or less, as it long will be,—for I have no sort of confidence in the schemes of the irreligious Socialists,—the three schools which young people must necessarily pass through,—the domestic school, the district school, and the school of the world,—the first and the last will have a preponderating influence on the character of the adult.

But then there is this to be said, that the second,—namely, the district or public school may powerfully react upon both the others, and eventually modify them to a great extent. Nor am I unbelieving with regard to the *tendency*,—the natural *tendency*,—of pure mental cultivation,—in other words, the acquisition of sound learning and science,—to humanize and liberalize the feelings, and of course to elevate the moral character. This I think is exceedingly obvious in numerous cases where there is little or no religion taught in the domestic school. Indeed, it seems to me almost an axiomatic truth, that sound learning and science do, by a natural law, gravitate towards virtue. It is true, the centrifugal forces, in thousands of cases, prevail over the centripetal, and make awful shipwreck of character. But this affords no reason for neglecting to recognize, and practise upon, the natural law.

In every attempt which we make to investigate the sources of all sound morality, and especially when we regard certain Christian nations or people as having exhibited, in their practice, the moral principle in its highest degree of efficiency and beauty, we are drawn unavoidably to the question, What agency



has the BIBLE in the production of this result? If we deem it to be the *Magna Charta* of moral rights, and consider the New Testament as containing the only true code of moral duties, must we not build upon it as the alone sure foundation of social happiness? Great diversities may and do indeed exist among those who profess to take the Bible for their standard; but yet the truth must lie somewhere within the circle. To find out where it is, we cannot do better than to scrutinize the whole moral field until we ascertain the soil on which the very best fruits are found which spring from the Christian root. This fruit may be found amid much variety of external condition. It may be found in spots and patches of territory, in different countries, among different nations, in isolated positions, in various ages, since the days of the Apostles. The identity of the *principle*, under its variety of external habiliment, is, I think, demonstrable. I have long regarded this root to be, what I have before stated, *Faith in Christ*. This, in my humble estimation, is the corner-stone of the edifice of Christian morality;—the only solid starting point, in seeking to obtain salvation from the penalty and effects of man's sinful nature. This faith in the Lord Jesus Christ, I believe, *must be made the subject of careful instruction*. I am not aware that the thought or idea of a vicarious sacrifice,—a mediatorial offering,—on the part of the Son of God, as the means of redemption from the curse of sin, ever came spontaneously into the mind and heart of any human being. Yet, there is interwoven, as I believe, in the mental constitution of every rational being, a principle, denominated the moral sense, or conscience, which serves as a basis or medium for the reception of the *Christian doctrine*. This *conscience*, when sufficiently enlightened, becomes convinced that it dwells in contact with an indomitable propensity to sinful indulgence; and that, for this indulgence, there is an awful future accountability. Hence the almost infinite variety of Heathen penances and sacrifices, for the purpose of propitiation,—and the very numerous bodily services of some professing Christian sects. Hence, also, the joyful reception of “the truth as it is in Jesus,” when it enters with power into a mind ignorant before of its vital energy. Its perfect sufficiency to satisfy the conscience,—its complete coalescence with the dictates or impulses of the “moral sense,”—is one of the most interesting facts in relation to its agency. I do not here undertake to discriminate between the *truth of Christ*, as thus personified, and the Holy Spirit. That to all who believe in Christ, it is the Spirit that enlightens and sanctifies, every true Christian, I trust, will admit.

But this *Faith in Christ*, when fairly admitted as an inmate of the soul, is never satisfied with a merely formal, outward profession of Christ. Its genuine possession is inseparable from the “FRUITS OF THE SPIRIT.” Then the force and power, the divine obligation, of the Gospel precepts and apostolic injunctions, are felt and acted upon; and the grace of God is besought with earnestness to carry on the work of purification in the soul, until this militant sphere of action shall be absorbed in the triumphant.

If this be the correct rationale of a sound Christian morality, we may easily

infer the duties of all parents, teachers, and guides of youth, in endeavoring to instil, in the most effective manner, the truths of the Gospel into the minds of their charge. The Bible is probably more or less read, as an exercise, in the greater number of Common Schools in the northern and middle States. In some of them, I presume, it is seldom, if ever, read; and it is to be apprehended that no inconsiderable portion of the children of the country receive no other instruction in Christianity than what is incidentally contained in the reading lessons which they hear at school. It would probably be impracticable, in the present state of public opinion, to introduce any systematic instruction on this vital subject, as an exercise, or subject of recitation, in district schools. Yet I cannot but think that the time will come when *Christian morality*, as taught in the Bible, notwithstanding the collision of sectarian opinions in the adult population, will be regarded by most parents, quite as important a matter of *learning*, as rules of syntax or algebraic equations.

I fully agree in the opinion, expressed in the circular, of the absurdity of calling reading and writing,—Education. A more rational scheme of statistics will, I trust, in a reasonable time, result from such labors as those which are so laudably and energetically pursued under the patronage of your enlightened Board of Education.

I advert, now, to the *ad hominem* questions. Many, like myself, may be at a loss for *good* data in giving the *per-centage*.

1st. My course embraces a period of practical teaching of forty-two or three years. It includes, first, one or two years in (log) country schoolhouses in a southern county of this State,—thirteen years in the little city of Burlington, N. J., where I now reside,—twenty-five in the city of New York, (with the exception of a year spent in Europe on account of health,) and two and a half years in the literary charge of a boarding-school of the Society of Friends, at Providence, R. I. Twelve years have elapsed since I relinquished the position last mentioned, and the practice of teaching.

2d. During much of the time, both sexes were under my supervision, including an average number, probably, of one hundred. For several years, a school of five hundred to seven hundred and fifty boys came under my daily charge of inspection and teaching; and during a portion of the same time, I had the task of lecturing to, and overseeing, the upper classes of a school of three hundred girls.

The whole number I can scarcely guess at. Several thousands of the juvenile race must have passed under my care and instruction.

This does not include very numerous classes of adults and youth that attended courses of public lectures which I gave during twenty years in the city of New York.

3d. My belief is that, under the conditions mentioned in the question, not more than two per cent. would be irreclaimable nuisances to society, and that ninety-five per cent. would be supporters of the moral welfare of the community in which they resided.

With teachers properly trained in Normal Schools, and with such a popular disposition towards schools as wise legislation might effect, nineteen twentieths of the immoralities which afflict society might, I verily believe, be kept under hatches, or eradicated from the soil of our social institutions.

Every step in such a progress renders the next more easy. This is proved not only on the grand scale of comparing country with country, and state with state, but district with its adjacent district, and neighborhood with neighborhood.

Finally;—In the predicament last stated in the circular, and supposing the teachers to be imbued with the Gospel spirit, I believe there would not be more than *one half of one per cent.* of the children educated, on whom a wise judge would be “compelled to pronounce the doom of hopelessness and irreclaimability.”

In nothing which I have advanced has it been my intention to advocate any sectarian instruction in our schools; or any thing adverse to the statutory limits of the Massachusetts school system. I therefore expressly disavow any intention to recommend truths or doctrines, as part of the moral instruction to be given in Public Schools, which any believer in the Bible would reasonably deem to be sectarian.

I am, with true esteem, thy friend,

JNO. GRISCOM.

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*Letter from D. P. Page, Esq.*

STATE NORMAL SCHOOL, }  
ALBANY, N. Y., Nov. 20, 1847. }

HON. HORACE MANN,

DEAR SIR,—I received, some weeks ago, a copy of your Circular, propounding several inquiries respecting the intellectual and moral education of children in our Common Schools, on the supposition that a given series of conditions named in the circular should first supervene in the community.

To these inquiries it was my intention, at first, to furnish a somewhat extended reply; but, as your communication was received in the midst of a pressure of duties attendant upon the close of the summer term of our school, and as the vacation was wholly devoted to incessant labor among our Teachers' Institutes, I have felt obliged to defer giving the subject any considerable attention till after the labor and care of opening a new term of the school had somewhat subsided. Your more recent letter reminds me of my protracted delay, and I hasten to express my views upon the main point, very briefly.

In your circular, I may first remark, you have supposed a state of affairs



which I have never *known* to exist; my answer must therefore be based upon my knowledge of human nature, and of cause and effect in education, rather than upon what I have seen *actually done*; for, though my experience has now extended beyond twenty years in the schoolroom, and though I have often sighed for that degree and kind of confidence and coöperation which you have described, I have never yet realized it, or seen it realized by others. Still, could I be connected with a school furnished with all the appliances you name; where all the children should be constant attendants upon my instruction for a succession of years; where all my fellow-teachers should be such as you suppose, and where all the favorable influences described in your circular should surround me and cheer me, even with my moderate abilities as a teacher, I should scarcely expect, after the first generation of children submitted to the experiment, to fail, *in a single case*, to secure the results you have named.

With my views of human nature, I should not expect to succeed, in every case, in securing for each young heart what I understand to be a truly *religious character*. This is not, as I think, wholly a work of education,—for “neither is he that planteth any thing, neither he that watereth, but God that giveth the increase;” still, I am firmly of the opinion that the right of expectation of a religious character would be increased very much in proportion to the excellence of the training given, since God never ordains means which He does not intend to bless; and He has said, “Train up a child in the way he should go, and when he is old he will not depart from it.” But I should not forgive myself, nor think myself longer fit to be a teacher, if, with all the aids and influences you have supposed, I should fail, in one case in a hundred, to rear up children who, when they should become men, would be “honest dealers, conscientious jurors, true witnesses, incorruptible voters or magistrates, good parents, good neighbors, good members of society;” or, as you express it in another place, who would be “temperate, industrious, frugal, conscientious in all their dealings, prompt to pity and instruct ignorance, instead of ridiculing it and taking advantage of it, public-spirited, philanthropic, and observers of all things sacred;” and, negatively, who would *not be* “drunkards, profane swearers, detractors, vagabonds, rioters, cheats, thieves, aggressors upon the rights of property, of person, of reputation or of life, or guilty of such omissions of right and commissions of wrong that it would be better for the community had they never been born.”

Had I leisure, I would gladly subjoin a few thoughts, to awaken parents to a proper sense of their responsibility in rightly aiding the teacher in the work of educating their children, and in rendering his success *more certain* in attempting to train them to whatever is excellent in human character. This, however, might be trespassing on ground prescribed to yourself. I therefore cheerfully leave the matter in your hands; and shall rejoice most heartily if you shall be instrumental in arousing the parents of the “rising millions” of our youth, to do rightly for them what the All-wise Creator intended they

should do, when he permitted them to assume the relation of parents. May God direct your efforts to this desirable result!

With sincere regard, your friend,

D. P. PAGE.

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*Letter from Solomon Adams, Esq.*

HON. HORACE MANN,

MY DEAR SIR,—Most cheerfully do I comply with your request accompanying the Circular, with a copy of which you honored me a few days ago. I comply cheerfully, more in deference to your judgment than my own, having regarded my personal experience of little value, except as it enables me to do my own work, from day to day, better than before. If it can be turned to any good account in advancing the great work to which you have been so long and so honorably devoted, accept it for what it is worth.

1. I have been engaged in this profession twenty-four years. The first five years in the country, the remainder of the time in a city.

2. My whole number of pupils is a little below two thousand. The last nineteen years, my pupils have been females. Previously, both sexes.

3. Your third, and principal question, demands a graver consideration, and is one which I do not find it easy to answer with absolute precision.

Even in physics, certain conditions must be fulfilled, in order that known causes may produce known results. That acids and alkalis may perfectly combine,—that heat may dissolve a metal,—the constituents must be brought into proper relations to each other, and counteracting influences prevented. The proper conditions being fulfilled, no one doubts the uniformity of the results. A failure does not raise a doubt as to the law of uniformity in the operations of nature. We question not that like causes produce like effects. We only go to work to make the conditions right, never doubting the law. If the seed sown does not germinate, no one supposes that the laws of vegetation are variable, but he ascribes the failure to some unfavorable circumstance, as some defect in the seed, or the soil. Equally uniform, beyond doubt, is the operation of *moral* causes. But to fulfil the conditions, or to ascertain what these conditions are, is usually more difficult than in the case of material agents. Matter has no living activity or will of its own, but is passive under the action of forces either from *without*, or permanently and invariably inherent *in* itself; but when we come to deal with mind, we deal with that whose inherent and essential nature is activity, affections, will.

If a well-conducted education produces benevolence, justice, truth, patriot-



ism, love to God, and love to man, in one case, the same education, in the same circumstances, will produce the same results in all cases. The results for which we look and labor sometimes fail, not because the great law of uniformity is at fault, but by reason of counteracting causes, which may escape our most careful scrutiny. Does the failure impair our confidence in the uniformity of moral causes and effects? The moment this law fails, every cord that binds society together is sundered; society is disintegrated. Every social enactment, by which society attempts to regulate its members, every motive by which one man hopes to influence another, assumes this uniformity. It is the hinge on which all social influences turn. Without it, we could not shape moral means to moral ends. To destroy it,—to *doubt* it,—would be the moral unhingement of society.

In this great law are the teacher's hopes and encouragements. The great outline of the means he is to employ is well defined. It is his province to bring all those moral appliances to bear upon the soul, which are suited to lead it into harmony with truth and with God,—to train it to the perception and love of truth and goodness. In doing this, the faithful teacher is a co-worker with God, and may confidently look to the Author of all good to give the crowning blessing to his strenuous endeavors. There are those, (and I confess myself of the number,) who believe and feel that all human endeavors, unaided by an influence from on high, will prove fruitless, so far as the highest wants of the immortal spirit are concerned. Yet those who feel so, can tell us of no way in which they are authorized to expect such an influence, and of no way in which it is exerted even by almighty power, except through the instrumentality of truth presented to the mind. There might as well be a conflagration without fire, or a flood without fluid.

I confess I do not see how our different theological views can essentially alter our modes of instruction. We are all to train the young in the way in which they should go, "giving line upon line, precept upon precept, here a little and there a little," waiting for, and expecting, precious fruit. The fruit may ripen slowly. From day to day you may not be able to see any progress. This holds true both in moral and intellectual training. But by comparing distant intervals, progress is perceptible. At length a result comes, which repays all the teacher's labor, and inspires new courage for new efforts. You ask for my own experience. This is my apology for alluding, with freedom, to myself. Permit me to say that, in very many cases, after laboring long with individuals almost against hope, and sometimes in a manner too which I can now see was not always wise, I have never had a case which has not resulted in some good degree according to my wishes. The many kind and voluntary testimonials given, years afterwards, by persons who remembered that they were once my wayward pupils, are among the pleasantest and most cheering incidents of my life. So uniform have been the results, when I have had a fair trial and time enough, that I have unhesitatingly adopted the motto, *Never despair*. Parents and teachers are apt to look for too speedy results from the

labors of the latter. The moral nature, like the intellectual and physical, is long and slow in reaching the full maturity of its strength. I was told, a few years since, by a gentleman who knew the history of nearly all my pupils for the first five years of my labor, that not one of them had ever brought reproach upon himself, or mortification upon friends, by a bad life. I cannot now look over the whole list of my pupils, and find one, who had been with me long enough to receive a decided impression, whose life is not honorable and useful. I find them in all the learned professions, and in the various mechanical arts. I find my female pupils scattered as teachers through half the States of the Union, and as the wives and assistants of Christian missionaries, in every quarter of the globe.

So far, therefore, as my own experience goes, so far as my knowledge of the experience of others extends, so far as the statistics of crime throw any light on the subject, I should confidently expect that ninety-nine in a hundred, and I think even more, with such means of education as you have supposed, and with such divine favor as we are authorized to expect, would become good members of society, the supporters of order, and law, and truth, and justice, and all righteousness.

That I may not be misunderstood, allow me to add a few explanatory remarks.

I have no confidence in the reformatory power of education into which moral and religious influences do not enter. I assume,—as any one having the slightest acquaintance with your writings and teachings on this subject knows that you do,—that the three great classes of powers,—the physical, intellectual, and moral,—shall each receive its proper training; and then I feel authorized to look confidently for that providential blessing, which will secure the high results already alluded to. Without such a training, I have no right to expect the blessing of Heaven, or a good result. I do not fulfil the conditions on which such results are promised.

The world has already seen enough of highly cultivated intellect, while the physical and moral man has been dwarfed. Of this, we have too much melancholy proof in the demoralizing character of a large part of our current literature, including poetry, fiction, and the periodical press. The history of ambition, marked at every step of its career with carnage and blood, is sad proof that towering intellect, uncontrolled by a higher principle, is only augmented power for mischief. How much greater and better, when weighed in just balances, had Byron and Napoleon been, had their godlike powers been swayed by high moral considerations, in place of low passions and vaulting ambition!

It is to be feared, yea to be for a lamentation, that comparatively few of teachers, and still fewer of the community, have looked upon a school education as any thing more than a very limited intellectual training, leaving physical and moral culture to take care of themselves. The school laws of Massachusetts have always contemplated other attainments and vastly higher

ends.\* Yet it so happens, that that part of the law has been best remembered and acted on, which speaks of reading, writing and the elements of arithmetic. These have been insisted on chiefly with reference to their direct application to the business and traffic of life; as if it were the chief end of man to count coppers, pocket them, and keep them. While the law contemplates these elementary attainments as merely the beginnings and inlets to all the treasures of wisdom, how many have looked upon them as *the education* of the boy and the man!

The thirst for gold has been wrought into our systems of domestic and school education too deeply. I have often wished that the hinge on which the great principle of our *revolution* turned had not been money, or the exclusive right to tax ourselves; but some other, as the right to make our own laws, or choose our own governors. Had it been so, might it not have tempered the ruling passion of Americans, and replaced the low love of gain by some nobler passion?

How long is it since it would have been looked upon, in most of our district schools, as a dereliction of duty for a teacher to have occasionally one reading, or writing, or spelling lesson less, that he might have time to give his pupils some instruction concerning the laws of health and life, or of duty to God and man. To elevate the community to a full conception of what education embraces, and to the idea that *time* must be given to all its parts, is, and I doubt not you feel it to be, one of your most formidable obstacles.

Another obstacle, which the teacher would have to encounter in his efforts to establish a high moral tone, would meet him in the low moral standard, in accordance with which the conventional rules of commercial and social life are framed. In attempting to guard his pupils against the specific evils to which you have alluded in your circular, he would have to withstand the influence of every-day examples,—an influence, when it comes from sources commanding the respect and confidence of the young, more potent than any preceptive instructions. These conventional rules have been so long acted upon, that their rectitude is seldom questioned. While they drag down men's notions of moral rectitude to their own low level, the only true standard of right is high as ever, unaltered and unalterable, "the same yesterday, to-day, and forever." So debasing are immoral practices, and so blinding is the love of gain, that the parent himself would often laugh at the sickly conscience of his child's teacher, who should venture to question the morality of any deception which is not in words a downright lie; or of any slander which is not a libel in law; or of any transfer of property without a full equivalent, provided only the owner, under whatever amount of indirect deception, consents to the transfer. Formidable as this difficulty is, if you will give all the children from four to sixteen years of age, into the hands of faithful Christian teachers for twelve years, you may hope to dethrone the rulers, by destroying the succession of subjects who will be willing to obey them. You renovate the forms of social

\* For the 7th § of the 23d ch. of the Revised Statutes here referred to, see post, pp. 69-90.



and commercial life. I should look, too, for a reflex influence, and expect to see the fathers, sometimes at least, "turning their hearts to the hearts of their children."

Another difficulty, greatly magnified by the zealots of different religious sects, is the apprehension that some one of these sects will get an advantage over the rest. Our constitutions of government, and our laws, recognize no privileged sect, but extend equal protection to all. Good sometimes comes of evil. This very jealousy is a guaranty that this provision of our constitution and laws will not be infringed. Majorities cannot rule conscience. As a mere matter of policy, aside from all higher considerations, the only way I can think of, for any sect to gain an advantage through the medium of our Public Schools, is to labor, in a large and liberal spirit, more abundantly than any other in the great work of universal education. In Massachusetts, this work moves onward steadily as the sun. The sect that holds back, loses. The sect that tries to foist in its own peculiarities will be sure to be driven from the field, for all other sects will combine, and with reason, against it. In our state of society, we must either abandon Common School instruction, or meet on common ground, leaving the peculiarities of each sect to be taught in the family, the sabbath school, and the pulpit.

There is a large extent of common ground on which we may meet. We can all teach a profound reverence for the word of God, and to regard it as the rule of our faith and duty in all things pertaining to faith and duty. Under the great law of love to God, and love to man, how much is there which we can teach, without trespassing on any man's rights of conscience! Without enlarging on this point, I would invite attention to Prof. C. E. Stow's address on religious instruction in schools, delivered in 1844 before the American Institute of Instruction, and extensively circulated in Massachusetts at the expense of the Institute.

It may further be noticed, that whatever our theological opinions may be, the duty and privilege of educating our children are the same for all sects. Those who expect human instrumentality to do the whole work of preparing their children for this life, and the life to come, will surely labor assiduously. Those who, like myself, rely on a divine influence to render their instruction available for its highest ends, surely have no right to look for a divine blessing, unless, by their faithful instructions, they furnish some groundwork on which the blessing may descend. The soil may be fertile, the sun may shine, the rains and dews of heaven may fall; but if no seed be cast in, the season of harvest will bring barrenness or noxious weeds.

There are some whose practice indicates, not indistinctly, what they would not avow in words,—that they deem it *right* to permit their children to do *wrong* till they are converted. I speak paradoxically, but the paradox is inherent in the thing itself, and needs to be plainly stated in words, that those who practically avow it may see its absurdity. Do they not know that conversion does not educate? Let that power which renews the soul after the image of God be exerted on two individuals at twenty years of age, of equal natural endow-



ments, one of whom has passed through all the discipline of a thorough education of his physical frame, his intellect and affections; while the other has been left to the untaught and unrestrained exercise of the appetites and passions, because, forsooth, nothing is right till he is converted. Which will be the better Christian? Which the most efficient laborer for God and for the good of man? Which the most agreeable and benevolent social friend? Which will be capable of the highest moral and religious attainments after conversion? Need these questions be answered? But the result supposed is itself improbable. Unless we train up a *child* in the way he should go, we may not expect him to walk therein when he is old. If we are assured, on Divine authority, that the child who is thus trained will not, when he is old, depart from it, the converse is also true, that he who is left to go untrained in the way he should not, will not, when he is old, depart from it. Let the ranks of infamy and crime; and the prison rolls, be the illustration and proof.

Permit one remark more. If our youth can be taught to observe the laws of physical and organic life, and be shown the reason of them, the temptations which spring from the preponderance of the lower propensities will be greatly diminished. Far less strength of moral principle will be requisite to resist their debasing influence. With a well-conducted physical education, I can hardly doubt that the same strength of principle, which has been prostrated by the force and storm of the animal propensities of a pampered and unduly stimulated body, and has left their subject a victim to debauchery and licentiousness, would be sufficient to hold these propensities, thus reduced in force, within their proper sphere of activity. If the body, by its appetites, sins against the soul, it is first sinned against by the hands of those who should have given, and known how to give it, a different and better training. Not only would the debasing influence of the animal propensities be diminished, but the health and vigor of the body be promoted. It would possess a larger amount of muscular energy for manual labor, and be in a state far more favorable for the labors of the mind; and I have no hesitation in affirming, that years would be added to the average of human life.

The moral influence of physical culture seems to me to have been too little insisted on by those who have attempted to direct the attention of parents and teachers to physical education. It can be only alluded to here. I wish this view of the subject could be elaborately presented in some appropriate time and manner.

I might, my dear sir, say much more both of encouragements and of obstacles, but they are both more familiar to you than to me, and my communication has already far transcended the limit I had prescribed to myself. I will therefore relieve you from any thing further, except to express my deep interest in the work to which you are devoted, and my ardent wish for success in it equal to your largest desires.

Very truly, your friend and obedient servant,

S. ADAMS.

Boston, Nov. 24, 1847.

*Letter from Rev. Jacob Abbott.*

NEW YORK CITY, June 25, 1847

HON. HORACE MANN,

DEAR SIR,—I must reply to the questions of your Circular much more briefly than I could otherwise have desired, as I am on the eve of my departure for Europe, and am much occupied with the necessary preparations. \*

1. I have been engaged in the practical duties of teaching for about ten years, chiefly in private schools in Boston and New York.

2. I have had under my care, for a longer or shorter time, probably nearly eight hundred pupils. They have been of both sexes, and of all ages from four to twenty-five.

3. If all our schools were under the charge of teachers possessing what I regard as the right intellectual and moral qualifications, and if all the children of the community were brought under the influence of these schools for ten months in the year, I think that the work of training up *the whole community* to intelligence and virtue would soon be accomplished, as completely as any human end can be obtained by human means.

I do not think, however, that, so far as the formation of the habits of virtue in the young is concerned, the accomplishment of the result depends either upon the intellectual powers or attainments of the teacher, or upon the amount of formal moral instructions which he gives his pupils. Knowledge alone has but little tendency to affect the feelings and principles of the heart; and formal moral instructions, except as auxiliaries to other influences, have very little power, according to my experience, over the consciences and characters of the young.

The true power of the teacher in giving to his pupils good characters in future life, seems to me to lie in his forming them to *the practice of virtue*, while under his charge, by the influence of *his own personal character and actions*. To do this, however, he must have the right character himself. He must be governed, in all that he does, by high and honorable principles of action. He must be really benevolent and kind. He must take an honest interest in his pupils,—not merely in their studies and general characters, but in all their childish thoughts and feelings, in the difficulties they encounter, in their temptations and trials, in their sports, in their contentions, in their troubles;—in every thing, in fact, that affects them. He must, in a word, feel a strong interest and sympathy for them, in the thousand difficulties and discouragements they must encounter, in slowly finding their way, with all their ignorance and inexperience, to their place in the complicated and bewildering maze of human life.

A teacher who takes this sort of interest in his pupils will *understand* them and *sympathize* with them, in a way which will at once command their kind

regard, and give him a powerful, and, in the view of others, a very mysterious ascendancy over their minds. They feel as if he was upon their side, taking their part, as it were, against the difficulties, and dangers, and troubles, which surround them. Thus he becomes one of them,—a sharer in their enjoyments,—a partaker of their feelings. They come to him with confidence. He plans their amusements; he joins them in conversation; he settles their disputes. They see on what principles he acts, and they *catch*, themselves, the same mode of action, from him, by a kind of sympathy. They imbibe his sentiments insensibly and spontaneously, not because he enunciates them, or proves them in lectures, but because he exhibits them in living reality in his conversation and conduct. This sort of sympathetic action between heart and heart has far greater influence, among all mankind, than formal teachings and exhortations. It is the life and spirit of virtue, in contradistinction from the letter and the form.

To illustrate what I mean, let us suppose that a teacher sees a poor child in distress in the street, while standing with a party of his boys at the schoolroom door, and says to them, "Let us go and see what is the matter with that poor child." A feeling of compassion and benevolence springs up in an instant in all their hearts, responsive to that in his own. If now he goes to the child, comforts and consoles him, gives him the necessary help, and shows him his way home, employing his pupils as much as possible in the work,—they witnessing the scene, and acting in it so far as they can render any aid,—he will find that their souls will fall, at once and spontaneously, into the same train of feeling with his. They will sympathize with the case, and join cordially in the endeavor to relieve it. A boy who has been selfish, rough and unkind before, will become, for the time being, compassionate and gentle. His soul *takes on*, as the physicians say, a healthy moral action, which is a great step towards his moral recovery. The pupils will all enjoy the pleasure of doing good, they will realize the excellence and beauty of benevolence, and will feel a much stronger desire to relieve any future distress which they may witness, than could have been produced by any mere arguments or persuasions, however theoretically true.

Thus the secret, as it seems to me, of the art of training up the rising generation to virtuous character, consists, not in the power of the teachers to *indoctrinate* them with correct theories of moral duty, and to urge upon them arguments for the support of such theories, but in inducing, through his personal influence and example, a *habit of right action*, in all the pursuits, occupations, and pleasures of childhood. A teacher who has the right views and feelings in respect to his duty will take a great pleasure in doing this. His opportunities of giving theoretical instruction will not be neglected; but he will feel that they are only auxiliary to the influence of his *life*. He will diffuse about him, by simply acting out his own principles and character, a sort of atmosphere which will bring the moral feelings of his pupils into harmony with his own. He will take the strongest interest in the characters



which most need his influence,—the impatient, the idle, the vicious,—just as the surgeon in the hospital takes the strongest interest in the worst cases of disease. He attributes the faults or faulty habits, which he observes, to their true cause,—peculiar constitutional temperament, or untoward external influences,—and feels confident that, if he can supply the right moral remedy, by substituting good external influences in place of the bad, all will be well again. Thus, he thinks indulgently of the offences which he sees, and speaks leniently, while he acts earnestly and decidedly. The bad as well as the good, consequently, soon learn to consider him as a friend.

If, now, a teacher has, in addition to these qualifications, the other essential ones; if he is well educated himself in the branches which he has to teach; if he is systematic in all his arrangements in school; if he is firm and steady in his government, and has the power to excite among his pupils a love for the acquisition of knowledge, and a desire to improve;—and if he is governed honestly and really by religious principle in all his conduct and character, he is prepared for his work. And if all the children of this land were under the charge of such teachers, for six hours in the day, and ten months in the year, and were to continue under these influences for the usual period of instruction in schools, I do not see why the result would not be that, in two generations, substantially the whole population would be trained up to virtue,—to habits of integrity, fidelity in duty, justice, temperance, and mutual good will. It seems to me that this effect would take place in all cases, except where extremely unfavorable influences out of school should counteract it,—which I think would hardly be the case, except in some districts in the more populous cities.

I am very respectfully,

Yours,

JACOB ABBOTT.

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*Letter from F. A. Adams, Esq.*

HON. HORACE MANN,

DEAR SIR,—The subject embraced in your Circular, a copy of which you sent to me, is so important that I feel unwilling entirely to omit a reply, although the pressure of my daily duties has hitherto prevented my devoting any time directly to its consideration; and I must, at this late date, treat it with greater brevity than I should choose, had I more time at my command.

The subject, however, cannot be new to me. My employments, for about ten years past, have led me to make daily observations illustrating, in one way or another, its great importance. The influence which school education, rightly directed, may have in preparing the young to fulfil well their moral and



social duties in mature life, is a subject which must soon claim in our community a more distinct and earnest consideration than it has yet received. No lower view than this, of the end to be attained through our Public Schools, will justify the expenditure and the fostering care now bestowed on this cause by our wisest legislators; or will satisfy either devoted and well-qualified teachers, or intelligent parents whose children are under their care. If schools are to do but little more than stimulate the intellect, leaving the conscience, the will, and the affections depraved, then the profession of the teacher must be one of the least satisfactory in the whole circle of employments.

The inquiries you have made must be met; and though some persons may pervert them from their true import, and use them only to foster jealousies which have their origin and home in another field entirely, yet the great questions still remain, standing on their own merits. They are not theological, but practical questions; and they demand consideration from every one who has a mind to reflect and a heart to feel.

Could I address an assembly of those most directly interested in this discussion,—the parents of the young,—and plead before them the importance of the highest school influences in the moral training of their children, I would say: Consider, first, the acknowledged inadequacy of parental influence alone, to secure the desired result in the moral training of your children. How much of the time must many of them necessarily be beyond your immediate control! The pressure of your own cares and business renders it impossible to exert an efficient and uniform influence in guiding their thoughts and actions. And, much of the time, they are out of your presence, and entirely beyond your influence. Who will undertake to estimate the amount of evil that is sown in their hearts in those waste hours when they are, with their associates, unrestrained and out of sight? And if you attempt to avoid this evil by keeping them closely at home, there is danger that other evils may be incurred, and the desired object not be reached at last. If the child is confined at home, the irrepressible activity of his nature frets itself against the bars of the domestic prison, and, when he can escape, then all his pent-up energies impel him headlong into whatever mischievous excitement chance may present; and, along with this, the child has learned to dislike his home. It is a dull place of restraint, and he is thus early taught the perilous lesson of looking abroad for his keenest enjoyments.

I have spoken of the evil consequences of leaving children habitually to expend their activity in unrestrained sports among themselves. This is a point of vital importance, and I must ask a moment's attention to it before going farther. Why is it, parents are often led to ask, that children's play so often renders them fretful and disobedient? The fact is not explained by any reference to the bad example of their associates; for the effect is often seen when there has been no bad example; when the hours of play have been happy, and the deportment kind. The answer will be found in a direction where it is not often sought. The children have been overtasked; their active

powers are exhausted; and nothing is left, for the time, but the passive part of their nature, to which an appeal can be made. The child's powers of action have been exhausted; he must now be soothed. This, if I may so term it, is nature's bargain with us in the case. If we push the child to the last point of endurance in the direction of its activity, we are bound to provide for what follows; to provide a safe retreat in this season of prostration, and innocent, healthful influences for the child's passive nature, until the active powers shall have recovered. Now, let the prostration of nature consequent upon excessive exertion become, in the child's experience, a matter of daily, or still more frequent occurrence; if, in these seasons of exhaustion,—the moral stimulus all spent, and the power of concentrated effort gone,—the mind is assailed by temptations to the indulgence of the lower appetites and passions, who can wonder that, at an early age, the child shall be found to have taken the first steps in the most debasing courses. It is hardly possible it should be otherwise. As well might we expect a man to spend the long summer day between the tropics in exhausting labor, and then, with his strength gone, to abide with safety through the evening the influences of the malaria steaming up from the heated earth around him.

Perhaps the comparison is misplaced, for the truth seems to me so pressing as to invite nothing but the most literal and earnest form of statement. I have not a doubt that, as we look around us on the rising generation, besides those who have openly entered on vicious courses, we have within our observation no small number who, from excessive excitement and exhaustion from causes innocent in kind and fatal only in their degree, have already on them the permanent stamp of moral imbecility; souls in whom the germ of the moral life has been dissipated, and is lost forever.

I am aware that, with some, it may be thought that what has been said of the insufficiency of parental influence alone to secure the highest ends in the moral training of the young, is an overdrawn picture. For every case of exception, I would make all due allowance. I rejoice with those parents whose houses and grounds afford ample and pleasant space for the sports of their children, and are furnished, moreover, with special contrivances for healthful play, as well as with books and apparatus for study, and whose other cares and duties are so light that they can be hourly the guides and companions of their children, and whose own character fits them for this work. But, for the few who might regard the picture too strong, what great numbers are there for whom it is drawn in colors all too weak! Shut up in narrow dwellings, barely affording room for the primary comforts and decencies of life, with no money to expend upon a play-ground out of doors, even if they had room there, and compelled, themselves, to toil without remission through the day, it is for such to feel how surely their children pass easily out of their control, and have their characters shaped by causes which lie quite beyond the parent's influence.

If some of these evils are seen chiefly in towns and cities, the country has

disadvantages, peculiar to itself, in the narrower range of thought, and the lower degree of mental activity, incident to a more retired life, leaving the inferior powers in proportionate predominance.

With these facts in view, let us inquire what relation does the school hold to the children thus left, without it, to the sport of so many adverse influences. What does a school, such as our inquiry presupposes, do for such children?

It gathers them from their scattered and irresponsible state, and brings them into a little world of duty and order, of truth and self-denying effort, of integrity, and kindness, and love.

Does any one say, this is a fancy sketch? I reply, it is not a fancy sketch. It is true of thousands of schools at the present time; and there is no feature in it which is not natural, and which the friends of the young may not labor to introduce with the fullest certainty of success. Let us look at the moral features of this school in detail.

The child lives, while in school, in the practice of voluntary self-restraint. I say *voluntary*; for, in such a school, the teacher will early impress the pupils with the duty of effort to govern themselves, and they will not be in the habit of watching for opportunities to disobey his regulations. The child, in doing this, gives up his own convenience for the good of others. The little system in which he moves has great interests, to which his own wishes and choice must yield. Thus, every hour is a practice in the repression of the selfish feelings, and a broad foundation is here laid on which the structure of the higher virtues may be built.

The child in school is practically taught his responsibility. The vicious boy, whose home is the street, maltreats the little stranger who comes into the village. He can do so, he fancies, with impunity; he is not known, and will not be called to account. So, too, he can insult the traveller, and make his escape from punishment. But put this vagrant into school, and then, if he abuses one of his fellows, he must meet the fact and give a strict account. So, too, if he is dodging about the town, he can perhaps steal, and evade detection; but in school, a sense of common interest unites the great mass into an efficient police, and the knave does not escape. The same is the case with his studies; if neglected to-day, he gains nothing but a double task to-morrow, with perhaps other unwelcome additions. In this way, even the wayward scholar is daily practised in self-restraint, in respect for others, in regard for truth, and the power of self-denial; while the well-disposed pupils have been daily growing stronger in every right practice and disposition.

I might speak of the various opportunities for making a deep moral impression, that arise in school, from the reading of the Scriptures, from the truths of nature brought to view in the studies of the school, from the sickness or death of companions, or from cases of moral delinquency.

Without going into further detail, I do not hesitate to express the conviction that there is no agency which society can exert, through the government, capable of exerting so great a moral influence for the rising generation as the steady training of the young in the best schools.



And now let us follow the youth thus trained into the scenes of his active life. Passing by the difference in actual character which separates him from one who has grown up in ignorance and under all the chance influences which the neglect of his early training has left to act upon him, let us look at this one important circumstance in its influence on their course now that they are going to be men. The one has learned the right use of books. The golden wheat-field of knowledge is open before him, and every hour not occupied in other duties he can enter there and reap;—the other has no such taste and no such ability. Knowledge, through this great medium of culture, is to him all shut out. But excitement and relaxation he must have, and he seeks them from sources befitting a narrow and debased mind.

In reply to the specific inquiry, in your circular, what proportion of our youth would probably, under the advantages of schooling presupposed in the circular, fail of fulfilling honorably their social and moral obligations in society, I would say that, in the course of my experience, for ten years, in teaching between three hundred and four hundred children, mostly boys, I have been acquainted with not more than two pupils in regard to whom I should not feel a cheerful and strong confidence in the success of the proposed experiment. In regard to these two cases, I should not despair, but should have a strong preponderance of fear that, under the best influences such as you have supposed, they would still remain wedded to low and mischievous habits. From their peculiar temperament, there was much reason to suppose that a life of steady and hard labor would do for them much, in a moral point of view, which the influences of school could not accomplish.

The class of youth I have had under my care would, in some respects, afford a better than average chance for the success of the experiment, as they, in all cases, have been exempt from the evils of poverty. In other respects, however, this exemption was counterbalanced by habits of self-indulgence, which could not have existed had the pecuniary means been wanting.

I remain, dear sir, with sincere respect and esteem,

Yours,

F. A. ADAMS.

ORANGE, N. J., *Dec.* 11, 1847.

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*Letter from E. A. Andrews, Esq.*

NEW BRITAIN, CONN., *December 8th*, 1847.

HON. HORACE MANN,

DEAR SIR,—Your note of the 3d instant was received last evening, and I feel that I owe you an apology for my apparent neglect in not replying to the inquiries contained in your Circular. I can only plead in excuse the continual



hindrance occasioned by the pressure of my previous engagements, which have left me neither time nor strength for any thing else. Even now, after so long a time, my reply, from the continuance of the same engagements, must be made in haste, though the opinions which I may express upon the subject proposed have, I trust, been formed with due deliberation.

In reply to your first and second questions, permit me simply to remark, that I have been connected with the department of education, either as pupil or as teacher, for more than fifty years. I have instructed both in the country and in cities; in the former I have, for the most part, had the charge of only a few select pupils; in the latter, for about twenty years, I was connected with large institutions of instruction. I have no means of determining with any tolerable approach to accuracy the whole number of my pupils, nor the proportion of each sex.

From the nature of the inquiry proposed in your third question, although it may seem to require that its reply should take a mathematical form, it is obviously impossible to give to it the character of mathematical certainty. It requires the expression of an opinion respecting the probable success of a proposed system of education, differing in very important particulars from any thing connected with our experience; and still, our experience of the results of other systems is properly and even necessarily made, by analogy, the basis of our judgments in regard to the success of that which is proposed.

In all our past experience, that most important element of success in the system now proposed,—the conspiring influence for good of all the children and youth of the whole community,—so far at least as the character of this influence is improved by careful training during the hours devoted to instruction,—has been in a great measure wanting. The importance of this element, in conjunction with the general substitution of well-qualified teachers in place of those of inferior qualifications, can never be fully appreciated without a previous trial; but still enough is known, from the result of different degrees of approximation to these conditions, to lead us to believe that there is little danger of forming too high an estimate of their importance.

Your question indeed supposes many adverse influences still to remain in the families and the societies with which the children are connected, and that these of necessity continue, as heretofore, to form a part of that training to which each child must be subjected. That such influences must, in different degrees, prove injurious to the character of the children exposed to them, none can doubt. It would be folly to look for perfect moral health in the midst of moral contagion; and if to these sources of corruption, ever operating upon natures easily seduced to evil, we add the mischievous results which must often spring directly from the imperfection and positive error attending the best systems of human instruction, we shall be in little danger of imagining, that *all* evil can be *at once* eradicated from society by means of improved systems of early education.

But while we must necessarily give their due weight to considerations such

as these, when estimating the probability of training men and women to *absolute perfection*, it is still to be remembered that such is not, in the present case, the problem proposed for our solution. The inquiry is not, "what proportion of the youth trained in the manner proposed may be expected to possess characters absolutely faultless," but, "what per-centage might be reasonably expected to go out into the world possessing such characters that their existence would be a benefit and not a detriment, an honor and not a shame to society."

Viewing the subject in this light, I do not hesitate to express my conviction that such an education as your question supposes, continued for so long a period as twelve years, and including all the children of the community, would remove a very large portion of the evils with which society is now burdened. I need not say, that I would be far from attributing so important results to any system of merely intellectual training, or even to the most perfect combination of intellectual, physical, and moral discipline, to the exclusion of that which is strictly religious. Such a qualification of my meaning might have been necessary, on account of the limited sense in which the word education is often used, had not the necessity been removed by the express terms of the conditions annexed to the question in your circular.

It may indeed be feared that society is not yet fully prepared to put forth the effort necessary to accomplish so desirable a result; but I cannot believe that the time is very remote when its attainment will be considered an object of paramount importance. It cannot be that the millions of intelligent men, found in this and in other Christian countries, can much longer permit their feelings to be enlisted, and the resources of the communities to which they belong to be employed, in promoting objects of far inferior value; while the advantages of a good system of general education are, in so great a degree, overlooked. If, as I fully believe, it is in the power of the people of any State, by means so simple as your question supposes, and so completely in their own power as these obviously are, so to change the whole face of society in a single generation that scarcely one or two per cent. of really incorrigible members shall be found in it, it cannot be that so great a good will continue to be neglected, and the means for its attainment unemployed.

In forming our estimate of the probability of so important a result as I have supposed, it must not be forgotten, that, simple as are the means now proposed for its attainment, they have never been employed, so far as I know, in any extended community whose experience is on record. In Scotland, and of late in Prussia, a considerable approximation has been made towards reaching the supposed conditions, and with benefits, it is believed, fully corresponding with the degree of perfection of their respective systems. The Common Schools of New England, which have done so much to elevate her character, have still fallen immeasurably short of the conditions supposed. With all their acknowledged defects, however, the instances, I believe, are few, in which those who have been trained in them, from childhood to the close of the period usually allotted to education in these schools, have afterwards, on mingling with the

world, proved to be incorrigibly vicious, a burden rather than a benefit to society. The records of our criminal courts, and the doors of our penitentiaries, have seldom been opened to those who, in childhood, had been in regular daily attendance, for ten or twelve years, upon the exercises of our Common Schools, however imperfect these schools may have been in their organization, and notwithstanding all the evil influences of uneducated associates to which the pupils have been exposed when out of school. The cell of the convict has, on the contrary, been almost uniformly occupied by those who have enjoyed few of the benefits of our Common Schools; and even the tenants of our poorhouses, it is believed, have, in most instances, belonged to the same unfortunate class.

If such have been the results of a system so obviously imperfect as that of the Common Schools of New England, may we not reasonably entertain very high expectations respecting the operation of a system in which so many of the evils of the present system shall be removed? When the mind and heart of every child shall be brought, during the school hours of twelve years, under the influence of competent, well-principled, and high-minded teachers, even those whose associations are the least desirable when out of school cannot but carry with them into the haunts of vicious parents such a knowledge of the obligations of virtue, and of the odious and ruinous character of vice, as shall go far, in most cases, to protect them from imitating the vice which they see around them.

A generation so trained would scarcely be satisfied with having their education terminate when the elementary course provided by the public should be brought to an end. They could not fail to foster all such institutions as, in their view, should tend to advance their improvement, and to assist them in cultivating habits of mental and moral discipline. The children of such a generation would enjoy advantages which their fathers could scarcely have imagined; and when we look forward to the accumulating results from the superior advantages of each successive generation, it is difficult to repress one's feelings of anxious desire that such an experiment may be fairly tried in our country, and of joyful anticipation at the result of such an experiment upon the character of the community where it shall be made.

Very truly,

Yours, &c.

E. A. ANDREWS.

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*Letter from Roger S. Howard, Esq.*

THETFORD, VT., September 1, 1847.

HON. HORACE MANN,

DEAR SIR,—In the circular you recently sent me, you submit to my consideration the following specific inquiries:



"1st. How many years have you been engaged in school-keeping, and whether in the country or in populous towns or cities?

"2d. About how many children have you had under your care; of which sex, and between what ages?

"3d. Should all our schools be kept by teachers of high intellectual and moral qualifications, and should all the children in the community be brought within these schools, for ten months in a year, from the age of four to that of sixteen years; then, what proportion,—what per-centage,—of such children as you have had under your care, could, in your opinion, be so educated and trained, that their existence, on going out into the world, would be a benefit and not a detriment, an honor and not a shame, to society? Or, to state the question in a general form, if all children were brought within the salutary and auspicious influences I have here supposed, what per-centage of them should you pronounce to be irreclaimable and hopeless?"

In reply to these inquiries, I would say that I taught school, with scarcely any interruption, fifteen years in Newburyport. I had previously, during my collegiate course of study, taught occasionally a district school in the country. Of the fifteen years I taught in Newburyport, about twelve were spent in teaching boys; the rest of the time, I had girls under my instruction. The usual number of my scholars was fifty,—the ages, for the most part, between twelve and sixteen,—and the average time of continuing in school, I should think, about three years. From this statement, it will easily be perceived about how many different children I have had under my care.

To your third inquiry, I cannot give a definite answer founded on actual experience and observation; for I have never seen the conditions you have stated fully complied with. I have never known a community, in which *all* the children, during the term of time specified, have been sent *constantly* to well-furnished and well-arranged schools, under the care of teachers of the high moral and intellectual qualities you have supposed. But, judging from what I have seen and do know, if the conditions you have mentioned were strictly complied with;—if the attendance of the scholars could be as universal, constant and long-continued as you have stated, if the teachers were men of those high intellectual and moral qualities,—apt to teach, and devoted to their work, and favored with that blessing which the word and providence of God teach us always to expect on our honest, earnest and well-directed efforts in so good a cause,—on these conditions, and under these circumstances, I do not hesitate to express the opinion that the failures need not be,—would not be,—one per cent. Else, what is the meaning of that explicit declaration of the Bible, "Train up a child in the way he should go, and when he is old he will not depart from it"?

I am aware that the opinion I have expressed above may by some be considered extravagant. But I have not formed or expressed it without deliberation. During all my experience as a teacher, I have never known the scholar whom, if brought within the reach of these salutary and auspicious influences for the length of time named, I should now be willing to believe, or dare to pro-



nounce, utterly hopeless and irreclaimable. I do not mean to say that I never failed. But I do say that, in some of the most difficult and desperate cases I have ever met with, as a teacher, the result of direct, special and persevering effort was such as to create the conviction that, with more zeal, patience and perseverance, and especially with the favoring influences above alluded to, success would have been certain and complete. And this conviction became more settled and strong the longer I continued to teach.

The power of a truly enlightened and Christian system of Common School education is but little understood and appreciated. When parents shall begin to feel, as they ought, its importance,—when the community generally shall be willing to make the necessary efforts and sacrifices,—and when teachers of the requisite literary qualifications, and of high moral aims, shall enter upon the work with a martyr's zeal, conscious that every day they are making deathless impressions upon immortal minds,—then shall we see, as I believe, results which will greatly surpass the highest expectations of the most ardent and enthusiastic advocates of popular education.

But I am occupying more space than I intended, and will only add that I am, dear sir,

Very respectfully and truly yours,

ROGER S. HOWARD.

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*Letter from Miss Catherine E. Beecher.*

BRATTLEBORO', Aug. 20, 1847.

HON. HORACE MANN,

DEAR SIR,—In reference to the questions you propose, I would reply, that I have been engaged directly and personally, as a teacher, about fifteen years, in Hartford, Connecticut, and Cincinnati, Ohio. I have had a few classes of quite young children under my care, for the purpose of making some practical educational experiments, but most of my pupils, in age, have ranged from twelve to twenty. I have had pupils from every state in the Union; and though I have no precise records, I think the number cannot be less than a thousand.

I have ever considered *intellectual* culture as subordinate to the main end of education, which is, the formation of that character which Jesus Christ teaches to be indispensable to the *eternal* well-being of our race. Excepting the few classes of young children before named, my efforts have been directed to measures for reforming bad, and supplying good, habits and principles in minds already more or less developed by education. And this I consider a much more difficult work than the right training of minds as yet uninjured by pernicious influences.

In reference to the work of reforming mis-educated minds, I have found that the noblest-constructed minds, when greatly mismanaged, are most liable to become the worst, while, at the same time, they most readily yield to reformatory measures ; so that, as a general rule, with exceptions of course, I should expect to do the most good to the worst class of pupils, and, in some cases, to make finer characters from this class than from those who, possessing less excitable temperaments, have not fallen so far.

I would also remark that, in the results I should anticipate, in the case to be supposed hereafter, my *chief* hope of success would rest on the *proper* application of those truths and motives which distinguish the *teachings of Jesus Christ* from what is called "*natural religion* ; " and by modes of presentation more simple and practical than I have ever seen fully adopted, or than I ever adopted myself when a practical teacher.

With these preliminaries, which I hope will be carefully pondered, and borne in mind as indispensable, I will now suppose that it could be so arranged that, in a given place, containing from ten to fifteen thousand inhabitants, in any part of our country where I ever resided, *all* the children at the age of four shall be placed, six hours a day, for twelve years, under the care of teachers having the same views that I have, and having received that course of training for their office that any state in this Union can secure to the teachers of its children. Let it be so arranged that all these children shall remain till sixteen under these teachers, and also that they shall spend their lives in this city,—and I have no hesitation in saying, I do not believe that *one*, no, *not a single one*, would fail of proving a respectable and prosperous member of society ; nay, more ; I believe every one would, at the close of life, find admission into the world of endless peace and love. I say this solemnly, deliberately, and with the full belief that I am upheld by such imperfect experimental trials as I have made, or seen made by others ; but, more than this, that I am sustained by the authority of Heaven, which sets forth this grand palladium of education,—"*Train up a child in the way he should go, and when he is old, he will not depart from it.*"

This sacred maxim surely presents the Divine *imprimatur* to the doctrine that *all* children *can* be trained up in the way they should go, and that, when so trained, they will not depart from it. Nor does it imply that education *alone* will secure eternal life, without supernatural assistance ; but it points to the true method of securing this indispensable aid.

In this view of the case, I can command no language strong enough to express my infinite longings that my countrymen, who, as legislators, have the control of the institutions, the laws, and the wealth, of our *physically* prosperous nation, should be brought to see that they now have in their hands the power of securing to *every* child in the coming generation a life of virtue and usefulness here, and an eternity of perfected bliss hereafter. How then can I express, or imagine, the awful responsibility which rests upon them, and which hereafter they must bear before the great Judge of nations, if they suffer

the present state of things to go on, bearing, as it does, thousands, and hundreds of thousands, of helpless children, in our country, to hopeless and irretrievable ruin!

Respectfully yours,

C. E. BEECHER.

P. S. All I anticipate, as stated in my communication, may come to pass without any departure from your statutory regulations in regard to religious instruction, *as I understand these statutes*, and as I suppose them to be understood by the great body of those who formed them, and of those who are bound by them.

C. E. B.

The above answers are not choice specimens selected from among many; they are all I have received; and every person to whom the Circular was sent, was pleased to answer it. From conversations, held at different times, with many other teachers, I believe the *amount* of testimony might have been very much increased, though no confirmation can be needed of its *authority*. The witnesses here introduced certainly possess all the requisites to entitle them to implicit credence. Their character for honor and veracity repels the idea of distrust. Years of experience in different places, and the training of children in great numbers, qualify them in point of knowledge to speak with authority; and they are exempt from any imaginable bias to warp or to color the truth.

From time immemorial, it has been customary for Parliaments, and other legislative bodies, to commit important practical subjects to committees, and, through their instrumentality, to obtain the testimony of learned and skilled men, on the matter of inquiry. Sometimes witnesses are heard at the bar of the House,—that is, before the legislative body by whom the inquiry was instituted. Now I have desired, in the present case, to introduce testimony of such credibility and cogency, that no legislative committee could report against it, and no legislative body could act against it, without incurring an historic odium, either for want of intelligence or want of integrity.

So, too, by the rules of the “common law,” all questions of fact are decided by the intervention of a jury. In ancient times, when the character of juries was very different from

what it now is, they sometimes gave a corrupt verdict;—that is, a verdict so contradictory to evidence as to be of itself proof that they had discarded the testimony adduced, and been governed by some dishonest motive in their own breasts. A jury convicted of this offence was said to be “*attainted*,” its members were punished by a fine and rendered infamous ever after. It was my intention, in the present case, to introduce evidence of such authority and directness, as, if submitted to a jury and rejected by them, would, under the ancient law referred to, subject them to the penalties of an “*attaint*.”

There is one quality or characteristic, common to all the witnesses whose testimony is above introduced, which, as it seems to me, I am not only justified in stating, but which it would be inexcusable to withhold. All of them, without exception, are well-known believers in a theological creed, one of whose fundamental articles is, *the depravity of the natural heart*. They hold, in a literal sense and with regard to all mankind, that the innate affections or dispositions of the soul are “not subject to the law of God, neither indeed can be,” until another influence, emanating from the Godhead, and equal in itself to an act of creation, shall have renewed them. With this private belief of the witnesses, of course, neither the Board of Education, nor any man or body of men, have aught to do;—unless indeed it be to affirm their right to hold it, in common with every other man’s right either to agree with them or to dissent from them. But, as bearing upon the point under consideration, the fact is most important; it adds great cogency to their testimony, and invests it, as it were, with a compulsory power. For, if those who believe that the human heart is by nature alienated from God, that its innate relation to the Holy One is that of natural repulsion and not of natural attraction, nor even of neutrality;—if they, from their own experience in the education of youth, believe that our Common School system, under certain practicable modifications, can rear up a generation of men, who will practise towards their fellow-men whatsoever things are true, honest, just, pure, lovely, and of good report;—then, surely, a rational community can need no additional evidence or motive to impel it to the work of reform. And all those, if such



there are, who believe that moral evil comes from the abuse or misuse of powers in themselves good, and not from any inborn and original predilection for wrong, may well take courage, and may tender their heartiest coöperation in furthering an enterprise which, even under fundamental postulates the most adverse, promises results so glorious. If they who believe that there is a principle of evil in the human soul, lying back of consciousness, incorporated as an original element into its constitution, beginning to be when the spirit itself began to be, and growing with it through all the primordial stages of its growth,—which, indeed, belongs to the ante-natal period of every descendant of Adam, as much as spottedness belongs to an unborn leopard before it has a skin, or venom to an unhatched cockatrice before it has a sting;—if those who believe this, do nevertheless believe, that our Common School system, with certain practicable modifications, can send out redeeming and transforming influences which shall expel ninety-nine hundredths of all the vices and crimes under which society now mourns and agonizes;—then those who dissent from the belief that the natural heart is thus organically intractable and perverse, will be all the more ready to proclaim the ameliorating power of education, and will all the more earnestly labor for its diffusion. And the crowning beauty of the whole is, that Christian men of every faith may cordially unite in carrying forward the work of reform, however various may be their opinions as to the cause which has made that work necessary; just as all good citizens may unite in extinguishing a conflagration, though there may be a hundred conflicting opinions as to the means or the men that kindled it. In short, it may be difficult to determine which class will act under the more conscience-moving motives,—those who hold to a total depravity or corruption of the human heart, but still believe it can be emancipated from worldly vices and crimes by such instrumentalities as we can readily command; or those who hold that heart to be naturally capable of good as well as evil, and who therefore believe, not only that a still larger proportion of the race can be rescued from the dominion of wrong-doing, but that a consummation so glorious can be reached at a still earlier period and with a less expenditure of effort.

But this divine result of staying the desolating torrent of practical iniquity by drying up its fountain-head in the bosoms of the young, is promised only on the antecedence or performance of certain prescribed conditions. These conditions are the three following :

1. That the Public Schools shall be conducted *on the cardinal principles of the present New England systems.*

2. That they shall all be taught, for a period of ten months in each year, by persons of high intellectual and moral qualifications; or, in other words, that all the teachers shall be equal in capacity and in character to those whom we now call first class or first rate teachers. And

3. That all the children in the Commonwealth shall attend school regularly,—that is, for the ten months each year during which they are kept,—from the age of four to that of sixteen years.

As it is on the performance of these conditions, that the renovation of society is predicated, it is, of course, necessary to show that they are practicable conditions. I therefore proceed to consider, and, as I trust, to establish, their practicability.

I. The first condition,—namely, that the schools shall be conducted on the cardinal principles of the New England systems,—is already satisfied. The Massachusetts school system represents favorably the systems of all the New England states. Not one of them has an element of prosperity or of permanence, of security against decay within, or the invasion of its rights from without, which ours does not possess. Our law requires that a school shall be sustained in every town in the State,—even the smallest and the poorest not being excepted;—and that this school shall be as open and free to all the children as the light of day or the air of heaven. No child is met on the threshold of the schoolhouse door, to be asked for money, or whether his parents are native or foreign, whether or not they pay a tax, or what is their faith. The schoolhouse is common property. All about it, are enclosures and hedges, indicating private ownership and forbidding intrusion; but here is a spot which even rapacity dares not lay its finger upon. The most avaricious would as soon think of monopolizing the summer

cloud, as it comes floating up from the west to shed its treasures upon the thirsty earth, as of monopolizing these fountains of knowledge. Public opinion,—that sovereign in representative governments,—is in harmony with the law. Not unfrequently there is some private opposition, and occasionally it avows itself and assumes an attitude of hostility; but perseverance on the part of the friends of progress always subdues it, and the success of their measures eventually shames it out of existence.

The law requires all Public Schools to be kept by a teacher whose literary and moral qualifications have been examined and approved by a committee, chosen for the purpose by the people themselves. Not less than the six following branches of knowledge are to be taught in every town; namely, orthography, reading, writing, English grammar, geography, and arithmetic. The teaching of "Good Behavior," which includes all the courtesies of life, and all the minor morals, is also expressly enjoined. These peremptory requisitions are the *minimum*, but not the *maximum*. Any town may enlarge the course of studies to be pursued in its schools as much as it may choose, even to the preparation of young men for the university, or for any branch of educated labor. It may also bestow an equivalent education upon the other sex. The law also contains a further provision, (subject, however, to be set aside by the *express* vote of a district or town) that, in every school of more than fifty scholars, in regular attendance, an assistant teacher shall be employed. Although there is no statutory provision to this effect, in any other of the New England States, yet the good sense of the community every where advocates this rule.

Nor are the needs of the intellect alone provided for. In prescribing the education to be given to the moral nature, the law grows more earnest and impressive. Its beautiful and deep-toned language is, "It shall be the duty of the president, professors, and tutors of the university at Cambridge, and of the several colleges, and of all preceptors and teachers of academies, and all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth, committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, hu-

manity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the abovementioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices." But lest any individual or body of individuals, forgetful of the divine precept to do unto others as they would be done unto, should seize upon this statutory injunction, or upon some part of it, as a pretext for turning the schools into proselytizing institutions, the law rears a barrier against all sectarian encroachments. That which is "calculated to favor the tenets of any particular sect of Christians," is excluded from the schools. The use of the Bible in schools is not expressly enjoined by the law, but both its letter and its spirit are in consonance with that use; and, as a matter of fact, I suppose there is not, at the present time, a single town in the Commonwealth in whose schools it is not read. Whoever, therefore, believes in the Sacred Scriptures, has his belief, in form and in spirit, in the schools; and his children read and hear *the words themselves* which contain it. The administration of this law is entrusted to the local authorities in the respective towns. By introducing the Bible, they introduce what all its believers hold to be the rule of faith and practice; and although, by excluding theological systems of human origin, they may exclude a peculiarity which one denomination believes to be true, they do but exclude what other denominations believe to be erroneous. Such is the present policy of our law for including what all Christians hold to be right, and for excluding what all, excepting some one party, hold to be wrong.

If it be the tendency of all parties and sects, to fasten the mind upon what is peculiar to each, and to withdraw it from what is common to all, these provisions of the law counterwork that tendency. They turn the mind towards that which



produces harmony, while they withdraw it from sources of discord; and thus, through the medium of our schools, that song which ushered in the Christian era,—“Peace on earth and good-will to men,”—may be taken up and continued through the ages.

The first condition, then, not only *may be*, but actually *is*, complied with, in the school system of Massachusetts, as now established and administered.

II. The second condition requires that all our schools shall be kept, for ten months in each year, by persons of high intellectual and moral qualifications;—by persons equal in capacity and in character to those whom we now call first class or first rate teachers.

This condition supposes two things, which, as yet, we are very far from having attained. The question is, are they attainable?

In regard to teachers, it supposes such an improvement as shall advance all those, who are now behind what we call the front rank, until they shall come upon a line with it. Of course, if this be done, some will be found in advance of this line; for it never can happen, with regard to all the members of any profession, that they will stand precisely abreast. It supposes, also, that all our schools shall be kept for ten months each year.

The questions, then, for consideration, under this head, are two; namely,

1. Is there, in the community at large, sufficient natural endowment or capacity, from which, by appropriate training and cultivation, the requisite number of teachers, possessing the supposed qualifications, can be prepared? And

2. Can the towns and the state, separately or as copartners, bear the expense of maintaining the required class of teachers, for the required length of time?

Is not the first question answered in the affirmative by observation and experience? For the last two generations, with exceptions comparatively few, all the eminent men of our State, whether men of letters, physicians, lawyers, clergymen, legislators, or judges, have taught school, more or less, during the early part of their lives. Now, it is no disparagement to say,

respecting those who constitute, at present, our best class of teachers, that they are not superior in endowments or natural capacity, in industry or in versatility of genius, to a vast number of their predecessors, who, having labored for a limited period in this field, at length abandoned it in quest of some other occupation, truly known to be more lucrative, and falsely supposed to be more honorable. It is no unauthorized assumption, then, to say, that great numbers of those who left the employment of school-keeping for something deemed to be more eligible, would, had they continued in it, have won the honor of standing in the foremost rank of this noble profession.

In the second place, to prove that there is no lack of natural talent in existence, from which to form the supposed class of teachers, I may refer to the general history and experience of mankind in all other departments of human effort. No new calling has ever reached such an elevation as to insure honor and emolument to its professors, which has not, without delay, attracted to itself an adequate number of followers. Witness the intrinsically odious profession of arms,—a profession so odious that those have been held worthy of especial reward who resisted the natural love of ease, and instincts of self-preservation, to encounter its hardships and perils. So, also, has it been in regard to commerce and the useful arts. And in those truly dignified and honorable professions,—the legal and clerical,—where mind is the object to be acted upon, as well as the agent to act,—the supply has generally exceeded the demand. Now, could the business of education take its stand, in public estimation, by the side of the most honorable and lucrative callings in life, we are authorized by all the experience of mankind to conclude, that it would soon cluster around itself an amount of talent, erudition, and genius, at least equal to what has ever adorned any other avocation among civilized men.

But, independently of personal knowledge and of historic experience, may not a conclusive argument, in support of the general position, be drawn from the energy and versatility with which, as we all know, Nature has gifted the minds of her children? In the variety and strength of the capacities belonging to the race, there must be the means or instruments by

which Providence can accomplish every good work. Somewhere, in each generation, the powers exist by which the generation that is to succeed it may be advanced another stage along the radiant pathway of improvement. But in the whole of the past history of the world, no generation has yet existed, whose faculties have not, to a very great extent, lain dormant,—to say nothing of the perversion of those which have been developed. But our free institutions cherish growth. The future, with us, is not to be measured by the past. The mind of the masses, which for so many ages had been crippled, and fettered after it was crippled, is here unbound. Under the stimulus applied to native vigor, talent and genius start up as naturally as vegetation in the spring. The desire of bettering one's condition springs from a universal instinct in the human mind. With us, every man sees that the gratification of this desire is within his reach. Including the life-time of a single generation,—that is, within the last forty or fifty years,—there is not a school district in Massachusetts, however obscure, which has shown any interest in the character of its schools, that has not sent out one or more men, who have become conspicuous in some of the honorable positions of society. They are found throughout the Union, wherever enterprise or talent is rewarded. Those districts, and, still more, those towns, where Common Schools have been an object of special regard, have sent forth many such men. While visiting different parts of the State, for the last ten years, facts, in sufficient numbers to make a most interesting and instructive book, have come to my knowledge, showing that those districts and towns, where special pains have been exerted and special liberality bestowed, in behalf of Common Schools, have supplied a proportion of all the distinguished men of the vicinity, corresponding with the superior excellence of the early education afforded them. So, on the other hand, neglectful towns and districts have been comparatively barren of eminent men. The great ears of corn will not grow on sand-hills. Great men will not spring up in an atmosphere void of intellectual nutrition. Nature observes a law in this respect, in regard to her spiritual as well as her physical productions. Now, although something has been

done in Massachusetts for the culture and expansion of the common mind, yet indefinitely more may be done. Even were it admitted, therefore, that the State had not been able in past times to supply the requisite number of teachers of the highest grade, it would by no means follow that she could not do so in future.

The intrinsically noble profession of teaching has, most unfortunately, been surrounded by an atmosphere of repulsion rather than of attraction. Young men of talent are generally determined by two things in selecting an employment for life. The first of these is, the natural tendency of the mind,—its predisposition towards one pursuit rather than towards another. In this way, Nature often predetermines what a man shall do, and, to make her purpose inevitable, she kneads it, as it were, into the *mina* of his existence. She does not content herself with standing before his will, soliciting or tempting him to a particular course, but she stands behind the will, guiding and propelling it; so that, from birth, he seems to be projected towards his object, like a well-aimed arrow to its mark. Those in whom the love of beautiful forms, colors, and proportions, predominates, are naturally won to the cultivation of the fine arts, or to some branch of the useful arts most congenial to the fine. Those who have a great fondness for botany and chemistry, and to whom physiological inquiries are especially grateful, become physicians. Persons enamored of forensic contests, roused by their excitements, and panting for the *éclat* which their victories confer, betake themselves to the study of the law, and become advocates. The clerical profession is composed of men whose minds are deeply imbued and penetrated with the religious sentiment, and who ponder profoundly and devoutly upon the solemn concerns of an hereafter.\* This constitutional or moral affinity for one sphere of employment rather than for another, predetermines many minds in choosing the object of their pursuit for life. It is like the elective attractions of the chemist, existing beforehand, and only awaiting the con-

\* This general remark must be taken with the exception of a few of the very worst men which any age ever produces. These become members of the clerical profession, because, under the mask of its sanctity, they hope to practise their iniquities with impunity.



tiguity of the related substances, to make their secret affinities manifest.

But this natural tendency is often subjected to a disturbing or modifying force; and it yields to this force the more readily as it is itself less intense and dominant. All minds have a desire, more or less energetic, for pleasure, for wealth, for honor, or for some of that assemblage of rewards which obtains such willing allegiance from mankind. Hence the internal, inborn impulse is often diverted from the specific object to which it naturally points, and is lured away to another object, which, from some collateral or adventitious reason, promises a readier gratification.

There is also a class of minds of vigorous and varied capacities, which stand nearly balanced between different pursuits, and which, therefore, may be turned, by slight circumstances, in any one of many directions. They are like fountains of water rising on a table-land, whose channels may be so cut as to cover either of its slopes with fertility.

Now, the qualities which predispose their possessor to become the companion, guide, and teacher of children, are, good sense, lively religious sensibilities, practical, unaffected benevolence, a genuine sympathy with the young, and that sunny, genial temperament which always sees its own cheerfulness reflected from the ever-open mirror of a child's face. The slightest exercise of good sense makes it apparent, that any one year of childhood will exert a more decisive control over future destiny than any ten years afterwards. The religious and benevolent elements seize instinctively upon the promise made to those who train up children in the way they should go. The love of children casts a pleasing illusion over the mind, in regard to every thing they do;—if, indeed, it be an illusion, and not a truth above the reach of the intellect;—elevating their puerile sports into dignity, hailing each step in their progress as though it were some grand discovery in science, and grieving over their youthful wanderings or backslidings with as deep a sorrow as is felt for the turpitude of a full-grown man, or for the heaven-defying sins of a nation. So, that genial, joyous, ever-smiling temperament, which sees only

rainbows where others see clouds, and which is delighted by the reflection of itself when coming from one child's face, will never tire of its labors when the same charming image perpetually comes back from the multiplying glasses of group after group of happy children,—ever-varying but always beautiful.

Now, I think we have abundant reason to believe, that a sufficient number of persons, bearing from the hand of Nature this distinctive image and superscription of a school-teacher, are born into the world with every generation. But the misfortune is, that, when they arrive at years of discretion, and begin to survey the various fields of labor that lie open before them, they find that the noblest of them all, and the one, too, for which they have the greatest natural predilection, is neither honored by distinction nor rewarded by emolument. They see that, if they enter it, many of their colleagues and associates will be persons with whom they have no congeniality of feeling, and who occupy a far less elevated position in the social scale than that to which their own aspirations point. If they go through the whole country, and question every man, they cannot find a single Public School teacher who has acquired wealth, by the longest and the most devoted life of labor. They cannot find one who has been promoted to the presidency of a college, or to a professorship in it; nor one who has been elected or appointed to fill any distinguished civil station. Hence, in most cases, the adventitious circumstances which surround the object of their preference repel them from it. Or, if they enter the profession, it is only for a brief period, and for some collateral purpose; and when their temporary end is gained, they sink it still lower by their avowed or well-understood reasons for abandoning it. Such is the literal history of hundreds and of thousands, who have shone or are now shining in other walks of life, but who would have shone with beams far more creative of human happiness, had they not been struck from the sphere for which Nature preadapted them.

Look at the average rate of wages paid to teachers in some of the pattern States of the Union. In Maine, it is \$15 40 per month to males, and \$4 80 to females. In New Hampshire, it is \$13 50 per month to males, and \$5 65 to females. In Ver-

mont, it is \$12 per month to males, and \$4 75 to females. In Connecticut, it is \$16 per month to males, and \$6 50 to females. In New York, it is \$14 96 per month to males, and \$6 69 to females. In Pennsylvania, it is \$17 02 per month to males, and \$10 09 to females. In Ohio, it is \$15 42 per month to males, and \$8 73 to females. In Indiana, it is \$12 per month to males, and \$6 to females. In Michigan, it is \$12 71 per month for males, and \$5 36 for females. Even in Massachusetts, it is only \$24 51 per month to males, and \$8 07 to females. All this is exclusive of board; but let it be compared with what is paid to cashiers of banks, to secretaries of insurance companies, to engineers upon railroads, to superintendents in factories, to custom-house officers, navy agents, and so forth and so forth,—and it will then be seen what pecuniary temptations there are on every side, drawing enterprising and talented young men from the ranks of the Teachers' Profession.

Nor does the social estimation accorded to teachers much surpass the pecuniary value set upon their services. The nature of their calling debars them, almost universally, from political honors, which, throughout our whole country, have a factitious value so much above their real worth. Without entire faithlessness to their trust, they cannot engage in trade or commercial speculations. Modes of education have heretofore been so imperfect, that I do not know a single instance where a teacher has been transferred from his school to any of those departments of educated labor in which such liberal salaries are now given. And thus it is, that the profession at large, while they enjoy but a measured degree of public respect, seem shut out from all the paths that lead to fortune or to fame. No worldly prize is held up before them; and, in the present condition of mankind, how few there are who will work exclusively for the immortal reward! It supposes the possession only of very low faculties, to derive pleasure from singing the praises of a martyr; but, to be the martyr one's self, requires very high ones.

Hence it is, as was before said, that, when the aspiring and highly endowed youth of our country arrive at years of discretion, and begin to survey the varied employments which lie



spread out before them, they find that the noblest of them all presents the fewest external attractions. Those whose natural or acquired ambition seeks for wealth, go into trade. The mechanical genius applies himself to the useful arts. The politically ambitious connect themselves with some one of those classes from which public officers are usually selected. Medicine attracts those who have the peculiar combination of tastes congenial to it. Those who ponder most upon the ways of God to men minister in sacred things. Who, then, are left to fill the most important position known to social life? A few remain, whose natural tendencies in this direction are too vehement to be resisted or diverted; a somewhat larger number, who have no strong predilection for one sphere of exertion rather than for another, and to whom, under the circumstances peculiar to each, school-keeping is as eligible as any other employment; but many, very many, the great majority, engage in it, not for its own sake, but only to make it subservient to some ulterior object, or,—with humiliation it is said,—perhaps only to escape from manual labor.

The profession of school-keeping, then, as a profession, has never had an equal chance with its competitors. On the one hand, it has been resorted to by great numbers, whose only object was to make a little money out of it and then abandon it; and, on the other, its true disciples, those who might have been and should have been its leaders and priesthood, have been lured and seduced away from it by all the more splendid prizes of life.

Even though, therefore, the profession of school-keeping has not been crowded by learned and able men, devoting their energies and their lives to its beneficent labors, this fact wholly fails to prove that Nature does not produce, with each generation, a sufficient number of fit persons, who, under an equitable distribution or apportionment of honors and rewards for meritorious services, would be found preadapted for school-keeping, in the same way that Newton was for mathematics, or Pope for poetry, or Franklin for the infallibility of his common sense. Indeed, the proportion of good teachers whom we now have, notwithstanding all their discouragements against entering, and



their seducements for leaving the profession, seem demonstrative of the contrary.

Thus far, the argument has proceeded upon the basis that the required number of teachers, possessing the high grade of qualifications supposed, must equal the present number, such as these are. But it is almost too obvious to need mentioning, that, if the qualifications of teachers were to be so greatly enhanced, and the term of the schools so materially lengthened, as is proposed, teaching would then really become a profession, and the same teachers would keep school through the year. Instead, therefore, of changing from male teachers in the winter to females in the summer, back again to males in the winter, and so on, alternately,—the children of each school suffering under a new step-father or a new step-mother each half year,—they would enjoy the vastly improved system of continuous training, under the same hands. This would diminish, by almost one half, the required number of teachers for our schools; the poorer half would be discarded, the better half retained. Surely, under these circumstances, if a sufficient number of the very highest class of teachers could not be found, it would not be owing to any parsimony of Nature in withholding the endowments, but to our unpardonable niggardliness in not cultivating and employing them.

Feeling now authorized to assume that the first proposition has been satisfactorily established, it only remains to be considered, under this head, whether the community at large,—the towns separately, or the towns and the State by joint contributions,—can afford to make such compensation as shall attract to this field of labor the high order of teachers supposed, and shall requite them generously for their services.

To induce persons of the highest order of talent to become teachers, and to deter good teachers from abandoning the profession, its emoluments must bear some close analogy to those which the same persons could command in other employments. The case too, as presented in the circular, and upon which the evidence has been obtained, supposes the schools to continue for ten months in each year. Although in many large towns the schools are now kept more than this portion of the year,

yet their average length, for the whole State, is but eight months. The increased expense then, both of the longer term and of the more liberal compensation, must be provided for. Can the community sustain this expense?

Let us suppose, for a moment, that ninety-nine per cent. of our whole community should be temperate, honest, industrious, frugal people,—conscientious in feeling and exemplary in conduct,—is it not certain that two grand pecuniary consequences would immediately follow; namely, a vast gain in productive power, and a vast saving in the criminal destruction and loss of property? Either of these sources of gain would more than defray the increased expenses of the system which, according to the evidence I have obtained, would insure both. The current expenses, last year, for the education of all the children in the State, between the ages of 4 and 16, was \$3 14 on an average, for each one. Look into the police courts of our cities in the morning, and especially on Monday morning, when the ghastly array of drunkards is marched in for trial. A case may not occupy ten minutes, and yet the fine, costs, and expenses would educate two children for a year, in our Public Schools, at the present rate; or one child at double the present rate. The expenses incurred in punishing the smallest theft that is committed exceed the present cost of educating a child in our schools for a year. A knave who proposes to obtain goods by false pretences, will hardly aim at making less than a thousand dollars by his speculation. There are more than one hundred and fifty towns in Massachusetts,—that is, about half the whole number in the State,—in each of which, the annual appropriation for all its schools is less than one thousand dollars. A burglar or highway robber will seldom peril his life without the prospect of a prize which would educate five hundred or a thousand children for a year. An incendiary exhibits fire-works at an expense which would educate all the children of many a school district in the State, from the age of four to that of sixteen; while the only reward he expects is that of stealing a few garments or trinkets during the conflagration. In a single city, in the State, consisting of sixteen or seventeen thousand inhabitants, it was estimated by

a most respectable and intelligent committee, that the cost of alcoholic drinks during the last year far exceeded the combined cost of all the schools and all the churches in it, although, for both religion and education, it is a highly liberal city. The police expenses alone of the city of New York are about half a million a year. But all these are but a part of the sluice-ways through which the hard-earned wealth of the people is wasted. What shall be said of those stock-swindlings and bank-failures whose capitals of hundreds of thousands of dollars are embezzled in "fair business transactions;" whose vaults, sworn to be full of specie or bullion, remind one, on inspection, not merely of a pecuniary, but of a philosophical vacuum;—what of those epidemic speculations in land,—(often Fairy-land, though void of both beauty and poetry,)—where fortunes change hands as rapidly as if dependent upon the throw of a gambler's dice; and what of those enormous peculations by government defaulters, where more money is engulfed, by one stupendous fraud, than Massachusetts expends for the education of all her children in a year. All this devastation and loss, the public bears with marvellous, with most criminal composure. The people at large stand by the wreck-covered shore, where so many millions are dashed in pieces and sunk, and seem not to recognize the destruction; and,—what is infinitely worse,—there are those who rejoice in the howl of the tempest and the shrieks of the sufferers, because they can grow rich by plundering only here and there a fragment of property from the dead or the defenceless. By charity, by direct taxes, by paying twenty or thirty per cent. more for every article or necessary of life than it is equitably worth, by bad debts, by the occasional and involuntary contribution of a pocket-book, a watch, a horse, a carriage, a ship, or a cargo, to which the robber and the barrator help themselves, by paying premiums for insurance, and in a hundred other ways, the honest and industrious part of the people not only support themselves, but supply the mighty current of wealth that goes to destruction through these flood-gates of iniquity. The people do not yet seem to see that all the cost of legislating against criminals; of judges and prosecuting officers, of jurors and witnesses, to con-

vict them; of building houses of correction, and jails and penitentiaries, for restraining and punishing them, is not a hundredth part of the grand total of expenditure incurred by private and social immoralities and crimes. The people do not yet seem to see, that the intelligence and the morality which education can impart, is that beneficent kind of insurance which, by preventing losses, obviates the necessity of indemnifying for them;—thus saving both premium and risk. What is engulfed in the vortex of crime, in each generation, would build a palace of more than Oriental splendor in every school district in the land; would endow it with a library beyond the ability of a life-time to read; would supply it with apparatus and laboratories for the illustration of every study and the exemplification of every art, and munificently requite the services of a teacher worthy to preside in such a sanctuary of intelligence and virtue.

But the prevention of all that havoc of worldly goods which is caused by vice, transfers only one item from the loss, to the profit side of the account. Were all idle, intemperate, predatory men to become industrious, sober and honest, they would add vast sums to the inventory of the nation's wealth, instead of subtracting from it. Let any person take a single town, village or neighborhood, and look at its inhabitants individually, with the question in his mind,—how many of them are producers and how many are non-producers; that is, how many, either by the labor of the body or the labor of the mind, add value and dignity to life, and how many barely support themselves; and I think he will often be surprised at the smallness of the number, by whose talent and industry the store-houses of the earth are mainly filled, and all the complicated business of society is principally managed. Could we convert into co-workers for the benefit of mankind, all those physical and spiritual powers of usefulness which are now antagonists or neutrals, the gain would be incalculable.

Add the two above items together,—namely, the saving of what the vicious now squander or destroy, and the wealth which, as virtuous men, they would amass,—and the only difficulty presented would be, to find in what manner so vast an amount could be beneficially disposed of.



But it is not to be disguised, whatever reforms may be instituted, that the cost of crime cannot, at once, be prevented. For a season, therefore, and until the expense of education shall arrest and supersede the expenses of guilt, both must be borne. I wish to state the difficulty without extenuation. The question, then, is, Can both be temporarily borne?

The appropriations for which the towns voluntarily taxed themselves last year, for the current expenses of the schools,—that is, for the wages and board of teachers, and for fuel,—were \$662,870 57. Adding the income of the surplus revenue, when appropriated for the support of schools, it was \$670,628 13. The valuation of the State I suppose to be not less than \$450,000,000. Last year's tax, therefore, for the current expenses of the schools, was less than one mill and a half on the dollar,—less than one mill and a half on a thousand mills. Taking the average of the State, then, no man was obliged to pay more than one six hundred and sixty-sixth part of his property for this purpose; or, rather, such would have been the case had there been no poll-tax,—had the whole tax been levied upon property alone. At this rate, it would take six hundred and sixty-six years for all the property of the State to be *once* devoted to this purpose. And does not the portion of our worldly interests, which is dependent upon Public Schools, bear a greater ratio to the whole of those interests than one to six hundred and sixty-six? I need not argue this point; for who, out of an insane asylum,—or even of the *curable* classes in it,—will question the fact? Who will say that the importance of this interest, as compared with all the earthly interests of mankind, is not indefinitely greater than this? Who will say that, to secure so precious an end as the diffusion of almost universal intelligence and virtue, and the suppression, with an equal degree of universality, of ignorance and vice, it would not be expedient to do as the Bishop of Landaff once proposed that the British nation should do, in an eventful crisis of its affairs,—vote away, by acclamation, one half of all the wealth of the kingdom? But there is no need of carrying our feelings or our reason to this pitch of exaltation. There is no need of any signal or unwonted sacrifice. There

is no need of a devotion of life, as is done in battle. There is no need of perilling fortunes, as is done every day in trade. There is no need that any man in the community should lose one day from his life, or an hour from his sleep, or a comfort from his wardrobe or his table. Three times more than is now expended,—that is, four and a half mills on every thousand mills of the property of the State, or only one part in two hundred and twenty-two, instead of one in six hundred and sixty-six,—would defray every expense, and insure the result. Regarded merely as a commercial transaction,—a pecuniary enterprise, whose elements are dollars and cents alone,—there is not an intelligent capitalist in the State who would not, on the evidence here adduced, assume the whole of it, and pay a bonus for the privilege. When the State was convinced of the lucrateness, or general expediency, of a railroad from Worcester to its western border, it bound itself, at a word, to the amount of five millions of dollars; and I suppose it to be now the opinion of every intelligent man in the Commonwealth, that, when the day of payment shall arrive, the road itself, in addition to all the collateral advantages which it will have conferred, will have paid for itself; and will then for ever remain, not merely a monument of wisdom, but a reward for sagacity. Yet what is a railroad, though it does cut down the mountains and lift up the valleys, compared with an all-embracing agency of social and moral reform, which shall abase the pride of power, and elevate the lowliness of misfortune? And those facilities for travel which supersede the tediousness of former journeyings, and the labor of transportation,—what are they, when compared with the prevention of that “lamentation, mourning, and woe,” which come from the perpetration of crime. When the city of Boston was convinced of the necessity of having a supply of pure water from abroad, for the use of its inhabitants, it voted three millions of dollars to obtain it; and he would be a bold man who would now propose a repeal of the ordinance, though all past expenditures could be refunded. Yet all the schoolhouses in Boston, which it has erected during the present century, are not worth a fourth part of this sum. For the supply of water, the city of New York lately incurred

an expenditure of thirteen millions of dollars. Admitting, as I most cheerfully do, that the use of water pertains to the moral as well as to the ceremonial law, yet our cities have pollutions which water can never wash away,—defilements which the baptism of a moral and Christian education alone can remove. There is not an appetite that allies man to the brutes, nor a passion for vain display which makes him more contemptible than any part of the irrational creation, which does not cost the country more, every year, than such a system of schools as would, according to the evidence I have exhibited, redeem it, almost entirely, from its follies and its guilt. Consider a single factitious habit of our people, which no one will pretend adds any degree to the health, or length to the life, or decency to the manners of the nation,—I mean, the smoking of tobacco. It is said, on good authority, that the *annual* expenditure in the country for the support of this habit is ten millions of dollars; and if we reflect that this sum, averaged upon all the people, would be only half a dollar apiece, the estimate seems by no means extravagant. Yet this is far more than is paid to the teachers of all the Public Schools in the whole United States.

Were nations to embark in the cause of education for the redemption of mankind, as they have in that of war for their destruction, the darkest chapters in the history of earthly calamities would soon be brought to a close. But where units have been grudged for education, millions have been lavished for war. While, for the one purpose, mankind have refused to part with superfluities, for the other, they have not only impoverished themselves, but levied burdensome taxes upon posterity. The vast national debts of Europe originated in war; and, but for that scourge of mankind, they never would have existed. The amount of money now owed by the different European nations, is said, on good authority, to be \$6,337,000,000. Of this inconceivable sum, the share of Great Britain is about \$4,000,000,000, (in round numbers, eight hundred millions of pounds sterling;) of France, \$780,000,000; of Russia and Austria, \$300,000,000 each; of Prussia, \$100,000,000; and the debts of the minor powers increase this sum to six billions, three hundred and eighty-

seven millions of dollars. The national debt of Great Britain now amounts to more than \$140 for every man, woman, and child in the three kingdoms. Allowing six persons to each family, it will average more than eight hundred and fifty dollars to every household,—a sum which would be deemed by thousands and tens of thousands of families in that country to be a handsome competence,—nay, wealth itself,—if it were owing *to* instead of *from* them.

It is estimated that, during the twenty-two years preceding the general peace of 1815, the unimaginable sum of £6,250,000,000, sterling, or thirty billions of dollars, had been expended in war, by nations calling themselves *Christian*;—an amount of wealth many fold greater than has ever been expended, for the same purpose, by all the nations on the globe whom we call *savage*, since the commencement of the Christian era. The earth itself could not be pawned for so vast a sum as this, were there any pawn-broker's office which would accept such a pledge. Were it to be set up at auction, in the presence of fierce competitors for the purchase, it would not sell for enough to pay its war bills for a single century. The war estimates of the British government, even for the current year of peace, are eighty-five millions of dollars; and the annual interest on the national debt incurred by war, is at least a hundred and twenty millions more;—or more than two hundred millions of dollars, for a common, and, on the whole, a very favorable year. Well might Christ, in the Beatitudes, pronounce his emphatic benediction upon the “peace-makers.”

We have emulated, in this country, the same gigantic scale of expenditure for the same purpose. Since the organization of the Federal government, in 1789, the expense of our military and naval establishments and equipments, in round numbers, is seven hundred millions of dollars. Two of our ships of the line have cost more than two millions of dollars. The value of the arms accumulated, at one time, at the arsenal in Springfield, in this State, was two millions of dollars. The Military Academy at West Point, has cost more than four millions of dollars. In our town meetings, and in our school district meetings, wealthy and substantial men oppose the grant of \$15 for



a school library, and of \$30 for both library and apparatus; while, at West Point, they spend fifty dollars in a single lesson at target-firing, and the government keeps a hundred horses, and grooms and blacksmiths to take care of them, as an indispensable part of the *apparatus* of the academy. The pupils at our Normal Schools, who are preparing to become teachers, must maintain themselves; the cadets at the academy receive \$28 a month, during their entire term, as a compensation for being educated at the public expense. Adding bounties and pensions to wages and rations, I suppose the cost of a common foot-soldier in the army cannot be less than \$250 a year. The average cost of female teachers for the Public Schools of Massachusetts last year, was only \$13 60 a month, inclusive of board; or, at a rate which would give \$163 20 for the year; but the average length of the schools was but eight months, so that the cost of *two* common soldiers is nearly that of *five* female teachers. The annual salary of a colonel of dragoons in the United States army is \$2,206; of a brigadier-general, \$2,958; of a major-general, \$4,512; that of a captain of a ship of the line, when in service, \$4,500; and even when off duty, it is \$2,500!! There are but seven towns in Massachusetts where any teacher of a Public School receives so high a salary as \$1000; and, in four of these towns, one teacher only receives this sum.

Had my purpose been simply to show the pecuniary ability of the people at large to give the most generous compensation to such a company of accomplished, high-minded, noble teachers as would lift the race, at once, out of the pit of vice and ignorance and superstition, as safely and as tenderly as a mother bears her infant in her arms;—had my purpose been merely to show this pecuniary ability, then I have already said too much. But my design was, not merely to carry conviction to the minds of those who would contest this fact, but to make the denial of it ridiculous.

III. But the consummation of this reformatory work is not promised except upon the performance of a third condition;—namely, that all the children in the State, between the ages of 4 and 16 years, shall be brought into school for ten months in

each year. In other words, while the schools are kept, the attendance of all the children upon them, with one or two exceptions to be hereafter noticed, must be regular.

Since the keeping of Registers in our schools has made known the enormous amount of absences from them, there is but one subject which has excited greater alarm, or given rise to louder complaints. Teachers complain of this absence, because, while it increases their labors, it diminishes their success;—indeed, it makes entire success an impossibility. Parents who do send their children regularly to school, complain of it, because the tardy and the occasional comers are a dead weight upon the progress of those who are uniformly present and prompt. Committees complain of it, in behalf of the towns which they represent, because it lowers the general standard of intelligence among the people, and because, taken on an average for the whole State, it incurs a total loss of from one third to one half of all the money which is annually levied by taxation for the support of schools. Men of wealth, who have no children to send to school, or who for any reason send none, complain of it, because, though they may be willing to be taxed for the education of all, yet they are not willing to be taxed to have their money taken and thrown away. They think it, and with good reason too, to be an intolerable hardship, to be first confronted with the argument that they are bound to secure the general intelligence and morality of the people, through the instrumentality of schools, and when they have acknowledged the validity of this argument and cheerfully paid their money, to have the very men who so argued and so claimed, turn upon them and say, We are still at liberty to throw your money away by keeping our children at home; and though you must keep the school regularly for us, we have a right to use it irregularly, or not at all, as we please. Thus the delinquents, where they owe apology and repentance, retort with indignity, and persevere in injustice.

I cannot believe that our people will always, or even long, submit to this enormous abuse, now made known to them by well-authenticated documents. That an economical people, who form political parties on the subject of expenditures by the gov-

ernment, and make "Retrenchment" a watch-word; that a people whose Legislature sometimes debates for days together whether the salary of an officer shall be a few hundred dollars more or less,—should continue to throw away, as was done last year, more than \$200,000 on account of voluntary, gratuitous, and, in most cases, wanton absences from school, is not credible. That a people who are sufficiently proud, to say the least, of their general intelligence, and who are sincerely anxious to perpetuate and improve their moral character, should be willing to forfeit one third part of all the blessings of their free school system, without any necessity, or any plausible pretext, is not to be believed. This great evil must be dealt with according to its magnitude. Violent diseases demand energetic remedies. It would be as unwise in a State as in an individual to allow its precautions to diminish while its dangers increase; to sleep more quietly as peril becomes more imminent. When we know that a malady is dangerous, and that a remedy is at hand, wisdom dictates its speedy application.

I propose, then, to consider the objections that may possibly be urged to the regular attendance of all our children upon school for ten months in each year, from the age of 4 to that of 16 years. I believe them to be by no means insurmountable; nay, that their formidableness will wholly disappear, if subjected to a candid examination.

1. It may be said that there is a class of parents amongst us, who depend partially upon the labor of their children for the support of their families, and who are too poor to forego the earnings of these children for ten months in the year, and for twelve years of their minority.

With regard to a portion of the class of parents referred to, this suggestion would have a foundation in fact; with regard to another portion of them, it would have no such foundation. It is well known that a class of parents exists amongst us, who work their children that they may themselves be idle; who coin the health, the capacities and the future welfare of their own offspring into money, which money, when gained, is not expended for the necessities or the comforts of life, but is wasted upon appetites that brutify or demonize their possessor.

The objections of this class against permitting their children to be educated at the public expense are not legitimate. It would be infinitely better for them, for their families and for the public, if they were cut off from these means of sinful indulgence. It would improve their condition still further, if they were obliged to be industrious, even though coerced to labor by the goads of hunger and cold. The best of all conditions for them would be, that they should themselves labor for the support of their children at school, where those intellectual and virtuous habits would be formed, and that filial piety inculcated, which would lead the children, in after years, to return to the parents, with a generous requital, the favors they had received.

There is, doubtless, another portion of this general class, with whom the alleged necessity for their children's earnings, as a part of the means for family support, is no pretence. The number or age of the family, sickness, misfortune, or other cause, may render this or some other resource indispensable to the procurement of the necessaries and decencies of life. I would not underrate the number or the necessities of this class of persons; they have claims upon our warmest sympathies; but I have reason to believe that the class itself is not a very large one. Where the heads of the family enjoy good health; where they may have the assistance of their children, who are of an age able to render it, for several hours each day, for one or two entire half days each week, and for two months uninterruptedly each year, the circumstances must be peculiar where industry and frugality, with such favors as the honest and praiseworthy poor may always count upon from their better-conditioned neighbors, will not supply the means of a comfortable subsistence.

Still, cases of necessity do and will exist; and where the need is not supplied by individual charity, there is no other alternative but to do it at the public expense. This would introduce no new principle into our legislation. It would be only a moderate but highly beneficial extension of an existing one. Our laws now provide for physical destitution, whatever may be its cause; and they enjoin upon school committees the duty



of furnishing all needful school books, at the expense of their respective towns, to all children whose parents are unable to procure them.

The question then arises, what degree of destitution,—and there is no propriety in restricting this to physical destitution,—makes it expedient for a wise government to interfere and afford relief. “Poor-laws,” as we understand the term, are of modern origin. They were not only unknown to all barbarous nations, but to most Christian and civilized ones, until a recent period. In England, they date from the reign of Elizabeth. In Scotland, although in a small class of extreme cases legal relief may have been rendered, yet “poor-laws” can hardly be said ever to have had an effective existence in that country. In Ireland, they were unknown until recently. In this country, they are almost coëval with our colonial settlements.

But there neither is, nor ever has been, any legal standard of poverty. The degree of destitution which shall entitle the sufferer to relief, is not a fixed quantity, like the statutory length of a yard, or the Winchester bushel. The general notions of men, as to what constitutes poverty, range between wide extremes, according to their prevalent style of living, their enlightenment, and their benevolence. It is said, that when the present king of France heard that the income of the Jewish banker in London amounted only to some hundreds of dollars, each hour, he expressed his deep grief at learning that he was so poor. With us, he who can command a comfortable shelter, decent clothes, and a sufficient supply of wholesome food for himself and family, excites no special commiseration for his poverty; while there are places upon the earth where a potato a day is considered an independent fortune. Now, between these extremes, what shall the true definition of poverty be?

So, the line which divides poverty from competence is not a stationary but a movable one. The laws themselves change; and the same law, on a question like this, will be made to speak a very different language, under different administrators. In favor of the militia, or of the country’s defence, our law exempts from attachment, execution, and distress, whether for debt or for taxes, the uniform, arms, ammunition, and accoutrements which officers, non-commissioned officers and privates

are required to possess. In favor of the common sentiments of humanity, our law exempts also from attachment and execution, not only wearing apparel, but a great variety of articles of household furniture,—bedsteads, beds, bedding, an iron stove, fuel, and other commodities, to the value of fifty dollars;—also a cow, six sheep, one swine, and two tons of hay;—also the tools and implements used by a debtor in his trade, not exceeding fifty dollars in value; and also rights of burial, and tombs used as repositories for the dead. Our legislation on this subject has been humanely progressive, as may be seen by reference to statutes 1805, ch. 100; 1813, ch. 172; 1822, ch. 93, § 8; 1832, ch. 58; 1838, ch. 145, &c. In a neighboring State, by a late law, a portion of the debtor's homestead is also brought within the same rule. In favor of learning and religion, all school books and Bibles used in the family are also exempted from attachment and execution for debt; and, as was before said, all school children, destitute of school books, are first supplied with them at the public expense; and where the parents are unable to reimburse the cost, the supply is gratuitous. Massachusetts has, from time to time, founded and endowed hospitals for the insane, and she makes annual and liberal appropriations for the education of the blind, and the deaf and dumb. She is now engaged in erecting a noble institution for the reformation of juvenile delinquents; and a commission, instituted by her, is inquiring, at the present time, into the condition of idiots,—which unfortunate, repulsive, and hitherto outcast portion of the community, it is not to be doubted, she will soon gather together, and, in imitation of the noble examples set by France, Switzerland, and Prussia, will educate to cleanliness, to decency, and to no inconsiderable degree of positive enjoyment and usefulness. Each one, too, of all these great movements, when carried out into execution, has proved economical, as well as philanthropic and Christian. What striking results, in proof of this, are exhibited by the statistics of the State Lunatic Hospital at Worcester. According to the last report of that institution which Dr. Woodward made, the average expense of twenty-four old cases,—taking the first twenty-four on the list, and not selecting them, or taking them at random,—was \$1,945 83 each, and their aggregate expense, \$46,700; while

the average expense of the same number of recent cases, taking the last on the list who were discharged cured, was \$41 53 each, and their aggregate expense, \$996 75; so that the whole expense of *twenty-four* recent cases was but about one half as much as of *one* old one. That hospital already has far more than paid for itself by the saving it has effected; because, without it, all the new cases would have been old ones. I present these economical aspects of the subject, by no means because I deem them to be the most important; but because, all over the world, there is a large class of persons with whom the pecuniary argument is the most persuasive and eloquent, and who will be induced to lend their services in aid of great social ameliorations only when they find that humanity is economy, and that "godliness" is "great gain," in a worldly sense. They will then enlist for the sake of the "great gain," though quite indifferent as to the other quality. When I have been asked by persons from the fertile and exuberant regions of our own country, or from transatlantic nations, how it is, that, with our ungenerous soil and ungenial clime, we are pecuniarily able to support these various and costly establishments, my answer has been, that we are able, *because we do support them*.

But the question recurs, What is poverty? What is that straitness of circumstances which, for educational purposes, would require a wise and profound statesman, and, of course, the State itself, to interpose, and to supply those means for the education of the child which the parent is unable to render? It being proved, if all our children were to be brought under the benignant influences of such teachers as the State can supply, from the age of four years to that of sixteen, and for ten months in each year, that ninety-nine in every hundred of them can be rescued from uncharitableness, from falsehood, from intemperance, from cupidity, licentiousness, violence, and fraud, and reared to the performance of all the duties, and to the practice of all the kindnesses and courtesies of domestic and social life,—made promoters of the common weal instead of subtractors from it;—this being proved, I respectfully and with deference submit to the Board, and through them to the Legislature, and to my fellow-citizens at large, that *every man is poor, in an*

*educational sense, who cannot both spare and equip his children for school, for the entire period above specified ; and that while he remains thus poor, it is not only the dictate of generosity and Christianity, but it is the wisest policy, and profoundest statesmanship, too, to supply from the public treasury,—municipal or state, or both,—whatever means may be wanted to make certain so glorious an end. These principles and this practice, the divine doctrines of Christianity have always pointed at, and a progressive civilization has now brought us into proximity to them. How is it, that we can call a man poor because his body is cold, and not because his highest sympathies and affections have been frozen up within him, in one polar and perpetual winter, from his birth. Hunger does not stint the growth of the body half so much as ignorance dwarfs the capacities of the mind. No wound upon the limbs, or gangrene of vital organs, is a thousandth part so terrible as those maladies of the soul that jeopard its highest happiness, and defeat the end for which it was created. And, infinitely aggravated is the case, where children are the sufferers; where moral distempers are inflicted upon them by parents, or are inherited by them from ancestors; where they are born into an atmosphere saturated with the infection of crime; where vice obtrudes itself upon every sense, and presses inward, through every pore, to be imbibed and copied, just as the common air forces itself into the nostrils, to be breathed; and where, in their early imitative transgressions, they are no more consciously guilty, than in the heaving of their lungs in an act of respiration.*

Were a ship, in mid ocean, to be overtaken by a storm; to be dismantled, dismasted, and reduced to an unmanageable hulk; and while its crew were famishing, and in momentary danger of foundering, were another ship to pass within hail, but to refuse all succor and deliverance, should we not justly regard the deed as an enormous atrocity? But what moral difference does it make, whether we pass by our perishing “neighbor” on the sea, or on the dry land? The pitfalls of perdition on shore are deeper and far more terrible, and are inhabited by direr monsters, than any ocean caves. Now, it is



the children of the man who, through sickness or other misfortune, has not the means fully and thoroughly to educate them for the duties of life, who represent this perishing and foundering crew; and the man who has superfluities, or even an independency of means, but refuses to aid in giving these children an education sufficient for all the common responsibilities of life,—*he* is the hardened mariner who sails recklessly by, and sees the helpless sufferers engulfed in the wake of his own proud vessel.

On this point, then, are we not authorized to conclude, in the first place, that the cases are comparatively few, where parents cannot afford to forego the earnings of their children and to send them to school for the length of time and with the regularity proposed; and, in the second place, were the cases of destitution far more numerous than they are, that there is still an abundance of means, as well as an obvious duty, on the part of the public, to supply all deficiencies? Assuming the value of all the property in the State to be four hundred and fifty millions of dollars, the simple interest upon it alone, at six per cent., and without any addition from earnings, is twenty-seven millions annually. The industrial statistics of the State show that its income, from all its occupations and trades, is more than a hundred millions of dollars annually; and even this does not include improvements upon its wharves, bridges, roads or lands. Must such a State pare and clip and scrimp, and dole out its means with a niggardly hand, when unfolding the mortal and the immortal capacities of its children?

2. But though the means for supporting the schools are abundant; and though the earnings of children, as a part of the family's daily livelihood, may be forborne in one class of cases and made up in the other; a further question still remains;—can the State itself afford to forego these juvenile services? Can the machinery be operated, the shoes bound, the types set, the errands and “chores” done, and the door-bells tended, if all children under sixteen years of age are withdrawn from the performance of these kinds of service for ten months each year? Minors, under sixteen, are let out to corporations to be employed in manufacturing establishments.

they are taken into the families of the wealthy and forehanded, as under-servants; a few are employed as errand-boys, in the offices and shops of cities; and, in several of the lighter handicrafts, they are put to regular labor. There are no exact data by which to determine the number of children so employed in the State. Compared with the whole number of children in it, between the ages of 4 and 16, I suppose it to be inconsiderable; so inconsiderable, indeed, that, if their services in these employments were henceforth to be wholly discontinued, it would subtract hardly an appreciable fraction from the aggregate products of our labor and machinery. A highly intelligent gentleman, who has been engaged in manufacturing business for many years, informs me, that the company with which he is associated now employs 3,119 persons;—namely, 2,571 in five cotton mills; 450 in two machine shops, and 98 in one woolen mill. In the cotton mills, 346 persons are employed who are under 16 years of age,—equal to 13 per cent. In the machine shops, there are none. In the woolen mill, there are 6, or 6 per cent. The average for the whole is about 11 per cent. He adds, “I am of the opinion that this statement may be taken as a fair representation, in regard to age, of the persons in these several employments. Very few are under 15. \* \* This class of labor is not profitable to the employer, and, except in particular cases, is only employed from motives of charity. From my recollection of the labor required in print works, [he was formerly extensively engaged in printing calicoes,] I am inclined to think the proportion of persons under 16 is not greater than the average in the mills and shops before mentioned.”

Here, then, is a statement worthy of implicit reliance, respecting the largest branch of labor in which those children are employed, who, on the proposed reformatory plan, would be sent to school. Can a substitute be found for this juvenile labor?

In the first place, if that class of parents who now coin into money their children's highest capacities for usefulness and enjoyment, that they themselves may live in idleness and intemperance, were peremptorily deprived of this source of gain, they could perform a portion of the labor now exacted of the chil-

dren ; or, if not capable of performing this particular kind of labor, they could at least do some other work, and thus set free a class of persons who could perform it.

In the second place, manufacturers could employ, at a slightly enhanced price, a few more adults, or more persons over the age of 16. I trust that no liberal-minded manufacturer would object to employing older help, at the present time, on the plea of non-remunerating returns.

But, thirdly,—a consideration of more significance than all the rest,—the children who had enjoyed such a school development and training, as we are now supposing, would go into the mills, after the completion of their educational course, with physical and intellectual ability to help, and with a moral inability to harm, which, of itself, would far more than compensate for all the loss of their previous absence. Take any manufacturer whose mind has ever wandered, even by chance, to a contemplation of the only true sources and securities of wealth, and what would he not give to have all his operatives transformed at once into men and women of high intelligence and unswerving morality; to have them become so faithful and honest, that they would always turn out the greatest quantity and the best quality of work, without the trouble and expense of watching, and weighing, and counting, and superintending; that they would be as careful of his machinery as though it were their own; that they would never ask or accept more in payment than their just due; that they would always consult their employer's interest, and never sacrifice it from motives of personal ease, or gain, or ill-will.

I have been told, by one of our most careful and successful manufacturers, that, on substituting, in one of his cotton mills, a better for a poorer educated class of operatives, he was enabled to add twelve or fifteen per cent. to the speed of his machinery, without any increase of damage or danger from the acceleration. Here there was a direct gain of twelve or fifteen per cent.,—a larger per-centage than that of the supposed whole number of children under sixteen years of age, in all our factories. And this gain was effected, too, without any additional investment of capital, or any increased expense for

board. The gain from improved morals would far exceed that from increased intelligence. On the whole, then, if all children under sixteen years of age were withdrawn from the factories for ten months of each year, in order to be sent to school, there is reason to believe that the aggregate amount of the fabrics produced by the mills would not be diminished even a yard.

The above considerations have special reference to children employed in factories. I have selected this department of labor, because I suppose that at least as many children, under sixteen, are let out to service in factories, as in all other branches of business taken together. The same views, with inconsiderable modifications, will apply to all others. It will be seen at a glance, therefore, that the contemplated diversion of children from manual labor to mental and moral pursuits, will not be such as to impair the industrial resources of the State, or to diminish the marketable value of its products.

But there is one remark which applies alike to all these classes of employers. They use the services of children not their own. Now, it must be conceded, that there exists a well-grounded reluctance, on the part of free governments, to any such interference with parental relations as is not made necessary by the nature of the government itself, or by the criminal conduct or culpable neglect of the parents. But those who employ other men's children for their own profit, cannot intrench themselves behind the sacredness of parental rights. Their object is, their own personal gain,—a lawful and laudable object, it is true, when pursued by justifiable means, but one which cannot sanction for a moment the infliction of a positive injury upon any child, or the deprivation of any privilege essential either to his well-being, or to the permanence and prosperity of the republic. The republic, indeed, if true to itself, can never allow any of its members to do what will redound to its own injury; and, where no parental title can be alleged, the assertion of any right over the labor of children has as little foundation in natural justice or equity, as the tyrant's claim to the toil of his vassals. How can any man, having any claim to the character,—I will not say of a Christian or a philanthropist, but to the vastly lower one of a patriot, use the



services of a child, in his household, his shop, his office, or his mill, when he knows that he does it at the sacrifice, to say the least, of that child's highest earthly interests? How can any man seek to enlarge his own gains, or to pamper his own luxurious habits, by taking the bread of intellectual and moral life from the children around him?

I can anticipate but one objection more, having the aspect of plausibility. It may be said that, although the schools should be kept, for the proposed length of time, by teachers ennobled with all the intellectual and moral attributes contemplated, yet there are persons capable, like brutes, of bringing children into the world, but impervious to those moral considerations which should impel them to train up those children in the way they should go; and that, in regard to this class of parents, some coercive measures will be necessary to secure the attendance of their children at school. I admit this. But is coercion a new idea, in a community where there are houses of correction, and jails, and state-prisons, and the gallows? Surely, bolts and bars, granite walls, and strangulating hemp, are strange emblems of the voluntary principle. Massachusetts has, at the present moment, about two thousand persons under lock and key, nineteen-twentieths of whom, had they been blessed with a good Common School education, would, according to the testimony I have adduced, be now useful and exemplary citizens, —building up, instead of tearing down, the fabric of public welfare. With a population of between eight hundred thousand and nine hundred thousand, she has at least five thousand police officers and magistrates, armed with power to seize and restrain, and bring to trial and punishment, any transgressors of those laws which she has paid many other thousands for enacting. Does it not argue, then, a perversion of intellect, or an obliquity of the moral sense, to contend that a child, for the purpose of being blessed by the influences of a good school, cannot be taken from a parent who is preparing him to become, at least a private, if not an officer, in the great army of malefactors; while it is conceded that, by and by, when this same child becomes a parent, he may then be taken from *his* children, imprisoned, put to hard labor, or put to death? So far as

force is concerned, so far as any supposed invasion of private rights is concerned, does not the greater contain the less, a thousand times over? If the State can send a sheriff's *posse* to take a man from his own bed, at midnight, and carry him to jail, to trial, and to execution, does it require a greater extension, or a bolder use of its prerogatives, for the same State to send a kind moral guardian to take a child from the temptations of the street, or from the haunts of wickedness, and bring him within the benign influences of a good school?

Should it be said that, in the case of the adult offender, there has been a forfeiture of civil rights by some overt act of violation; while in the case of the child the violation is prospective only; I reply, that nothing is more common than to arrest and imprison men on probable suspicion merely; nothing is more common than to hold men to bail in sums proportioned to the suspected offence; and, when a man gives proof that he intends to do a wrong, and is only awaiting a favorable opportunity to execute his intention, nothing is more common than to put him under bonds for his good behavior. Every child who is not receiving a good education comes at least within these latter categories. He is an object of violent suspicion. The presumption is strong that he will not make a good citizen; that, in some form or other, he will get his living out of the earnings of his fellow-men, or offend against their welfare. If the Commonwealth, then, has a right to imprison an adult, or hold him to bail on suspicion, or to bind him over to keep the peace and be of good behavior; has it not an equal, nay, a superior right, to demand guaranties for the child's appearance upon the stage of manhood, there to answer to the great duties that shall be required of him as a citizen?—and a good education is surely better security than any bail-bond that ever was executed. Has not the State a right to bind each child to his good behavior by imparting to him the instruction, and by instilling into his mind the principles of virtue and religion, by which he shall be twice-bound, or doubly-fastened, (for such is the etymological meaning of the word *religion*,) to perform, with intelligence and uprightness, his social and political duties, when he becomes a man?

Nor is our Legislation without numerous precedents in favor of securing education, even at the expense of coercive measures. These precedents are scattered along our annals from the earliest periods of our Colonial existence. The Colonial law of 1642, after premising that "Forasmuch as the good education of children is of singular behoof and benefit to any Commonwealth," ordered "that the selectmen of every town \* \* shall have a vigilant eye over their brethren and neighbors, to see, first, that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws;" and it imposed upon parents, what in those times was a heavy penalty, for neglect.

By the law of 1671, the selectmen were again required to see that all children and youth "be taught to read perfectly the English tongue, have knowledge in the capital laws," &c.

So the laws of the Plymouth Colony, after setting forth that, "whereas many Parents & Masters either through an over respect to their own occasions and business, or not duely considering the good of their Children & Servants, have too much neglected their duty in their Education, whilst they are young & capable of Learning;" proceeded to make substantially the same requirements as were made by the above cited provisions in the laws of the Massachusetts Bay Colony; and then declared, that if any parents or masters, after warning and admonition, should still remain negligent in their duty, "whereby Children & Servants may be in danger to grow Barberous, Rude or Stubborn, & so prove Pests instead of Blessings to the Country," then "a fine of ten shillings shall be levied upon the goods of such negligent Parent or Master." If, after three months subsequent to the levying of this fine, "no due care shall be taken & continued, for the Education of such children & apprentices," then a fine of twenty shillings was to be levied. "And Lastly, if in three months after that, there be no Reformation of the said neglect, then the Select-men, with the help of two Magistrates, shall take such children & servants from them [the parents,] & place them with some Masters for years, (boyes

till they come to twenty-one, and girls eighteen years of age,) which will more strictly educate and govern them, according to the rules of this Order."

Nor were the above enactments a dead letter. The earlier judicial and municipal records show, that when the natural parent broke from the ties of consanguinity and duty, by neglecting the education of his children, the law interfered and provided a civil parent for them.

Modern legislation, it is true, has greatly relaxed the stringency of these provisions. No adequate substitute is to be found for them in our present educational code; and, already, neglected childhood is avenging itself upon society by its manhood of crime;—not unfrequently by its precocity in crime, long before the years of manhood have been reached.

Compulsory enactments, however, still attest that all the spirit of our ancestors is not yet gone. Our laws provide, in various cases, that minor children may be bound out to service,—males, to the age of twenty-one years, and females, to the age of eighteen years;—but, in all cases, it is to be stipulated in the contract, that they shall be taught to "read, write, and cipher." "Stubborn children" may be committed to the house of correction. Children, in the city of Boston, under the age of sixteen years, whose "parents are dead, or, if living, do, from vice, or any other cause, neglect to provide suitable employment for, or to exercise salutary control over" them, may be sent by the court to the house of reformation. By the late act, establishing the State Reform School, male convicts, under sixteen years of age, may be sent to this school from any part of the Commonwealth, to be there "instructed in piety and morality, and in such branches of useful knowledge as shall be adapted to their age and capacity." The inmates may be bound out; but, in executing this part of their duty, the trustees "shall have scrupulous regard to the religious and moral character of those to whom they are to be bound, to the end that they may secure to the boys the benefit of a good example, and wholesome instruction, and the sure means of improvement in virtue and knowledge, and, thus, the opportunity of becoming intelligent, moral, useful, and happy citizens of



the Commonwealth." Manufacturers, and overseers in manufacturing establishments, are prohibited, under a penalty, from employing any child in their factories, under fifteen years of age, who has not attended some day school for a specified portion of the year within which he may be so employed; and they are also prohibited from employing any child, under twelve years of age, more than ten hours a day, under any circumstances. In the case of fires, of explosive commodities, of contagious diseases, of immigrant passengers from infected countries, and so forth, the law vests its officers with plenary and summary powers, "to save the republic from detriment."

Paley has said, that, "to send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn out a mad dog or a wild beast into the streets." It is difficult to conceive why he thought it to be any "*better*;" since one uneducated, vicious man may do infinitely more harm to the world, than all the rabid dogs or wild beasts that ever existed. Much as we may need energetic remedies against contagious diseases, we need them against contagious vices more; and quarantine laws in favor of moral health are the most necessary of all sanitary regulations.

But I forbear to press further considerations of this character upon the attention of the Board. I hope that the great majority of our people will rather wonder why such an argument should be deemed necessary, than be disposed to question its conclusions.

Having now surveyed, somewhat at length, the various points pertaining to this subject, a brief recapitulation may not be amiss.

The basis on which it is suggested that our Public School system shall be put, is carefully defined in the Circular.

In some important particulars no change is necessary, as our practice has already reached the point of theoretic excellence. Such are the unconditional rights of all children to enter the school,—or their entire exemption from rate-bills or any capitation tax, either as a condition precedent or subsequent, of their attending school;—the range of studies which may be

taught; the provision for moral and religious instruction, with guaranties against its abuse, and so forth.

But, in other respects, important improvements are contemplated,—no cardinal or organic change in the system itself, but only progression in courses already begun. Such are, more befitting qualifications, in teachers, for the great work they undertake; the maintenance of the schools for a period of ten months in each year, instead of the present average of eight months; and, as a necessary consequence, the appropriation of moneys sufficient to sustain the prolonged school, and to pay the better qualified teachers; and, finally, the gathering into the schools, during their entire term, of all the children in the community, between the ages of 4 and 16 years.

From the comprehensiveness of this last condition, it is obvious that all cases of sickness, casualty, or other reasonable cause of absence, must be excepted. And equally clear is it, that when any parent or guardian prefers to educate his children at home, or in a private school, he should be allowed to do so,—the *means* of education to be left wholly optional with every one, provided assurance is given to the State that the *end* is attained.

So far as the proposed changes involve the appropriation of more money, it has been shown that the State possesses not only a sufficiency, but a redundancy of wealth for the purpose. Besides, when once in operation, the system will be found, not merely a self-supporting one, but one yielding large revenues;—both saving and producing many times more than it will cost;—requiting a single expenditure by a manifold remuneration.

So far as higher mental and moral attributes, in teachers, will be required, reasons have been offered to show that Nature, or the common course of Providence, supplies an abundance of intellectual power and of moral capability; but that, through our present misuse or mal-administration of these noble qualities, they are either lost by neglect of culture, or diverted to less worthy pursuits. There is no more iron in the world now than there ever was. We have only discovered how to use it more advantageously,—for steamboats, for rail-

roads, for machinery, and a thousand mechanical purposes;—and thus, in point of mere pecuniary value, we have given it the first rank among the precious metals. There is no more water flowing down our streams now than there was centuries ago. But we have just found out how to make it saw timber, grind wheat, and make cloth; and already it does a thousand times more work than all our twenty millions of people could do, by their own unassisted strength, should every man vie with his neighbor in the severity of his toil and in the amount of his productions. There are no more individual particles of electricity in the air or in the earth, to-day, than there always have been. Forever, since the creation, there has been an inconceivable host of these particles,—a multitude deriding all human power of computation,—which have careered round the earth, by laws of their own,—each one being as distinct from all the rest, and having as separate and independent an existence, as one wild horse upon the prairies has from another. Long ago, science learned how to catch and confine these natural racers; but it was not until our day that she discovered how to take them,—one, ten, a hundred, or a thousand,—and despatch them as messengers to distant cities;—to make them the common carriers of intelligence, whom no pursuers can overtake, no bribe can corrupt, nor robbers despoil. Thus it is with the capacities of the human mind. By the bounty of Providence, they may be employed and made sufficient for the greatest work of reform. It is through our blindness and perversity, that they are not yet used to achieve their sublime purposes. Like the iron, like the gravity of falling water, like the electric coursers, they, too, have the power of conferring unimaginable blessings upon the race; but as yet they have only been very partially enlisted in the highest services of humanity.

On the third point,—that which contemplates the regular attendance of *all* the children upon the school,—(with certain specified exceptions,) and even their compulsory attendance in a class of extreme cases; I rely upon legal precedents and analogies; upon the necessity which is imposed upon a republican government, if it means to keep itself republican; and upon

the broad principle, that a parent who neglects to educate his child, up to the point proposed, proves that he has taken the parental relation upon himself without any corresponding idea of its solemnity, and thus, by the non-performance of his parental duties, forfeits his parental rights.

And what are the rewards promised, by some of the most able and experienced teachers in the land, on a fulfilment of the proposed conditions?

After an experience of more than forty years, and after having had thousands of children under his care, Mr. Griscom says,

"My belief is that, under the conditions mentioned in the question, not more than two per cent. [of the first generation submitted to the experiment,] would be irreclaimable nuisances to society, and that ninety-five per cent. would be supporters of the moral welfare of the community.

"With teachers properly trained in Normal Schools, and with such a popular disposition towards schools as wise legislation might effect, nineteen twentieths of the immoralities which afflict society might, I verily believe, be kept under hatches, or eradicated from the soil of our social institutions."

"—— I believe there would not be more than *one half of one per cent.* of the children educated, on whom a wise judge would be 'compelled to pronounce the doom of hopelessness and irreclaimability.'"

Mr. Page says,

"Could I be connected with a school furnished with all the appliances you name; where all the children should be constant attendants upon my instruction for a succession of years; where all my fellow-teachers should be such as you suppose, and where all the favorable influences described in your circular should surround me and cheer me, even with my moderate abilities as a teacher, I should scarcely expect, *after the first generation of children submitted to the experiment*, to fail, *in a single case*, to secure the results you have named."

"I should not forgive myself, nor think myself longer fit to be a teacher, if, with all the aids and influences you have supposed, I should fail, in one case in a hundred, to rear up children who, when they should become men, would be 'honest dealers, conscientious jurors, true witnesses, incorruptible voters or magistrates, good parents, good neighbors, good members of society;' or, as you express it in another place, who would be 'temperate, industrious, frugal, conscientious in all their dealings, prompt to pity and instruct ignorance, instead of ridiculing it and taking advantage of it, public-spirited, philanthropic, and observers of all things sacred;' and, negatively, who would *not be* 'drunk-



ards, profane swearers, detractors, vagabonds, rioters, cheats, thieves, aggressors upon the rights of property, of person, of reputation or of life, or guilty of such omissions of right and commissions of wrong that it would be better for the community had they never been born.' ”

Mr. Solomon Adams says,

“Permit me to say that, in very many cases, after laboring long with individuals almost against hope, and sometimes in a manner too which I can now see was not always wise, I have never had a case which has not resulted in some good degree according to my wishes. The many kind and voluntary testimonials given, years afterwards, by persons who remembered that they were once my wayward pupils, are among the pleasantest and most cheering incidents of my life. So uniform have been the results, when I have had a fair trial and time enough, that I have unhesitatingly adopted the motto, *Never despair*. Parents and teachers are apt to look for too speedy results from the labors of the latter. The moral nature, like the intellectual and physical, is long and slow in reaching the full maturity of its strength. I was told, a few years since, by a gentleman who knew the history of nearly all my pupils for the first five years of my labor, that not one of them had ever brought reproach upon himself, or mortification upon friends, by a bad life. I cannot now look over the whole list of my pupils, and find one, who had been with me long enough to receive a decided impression, whose life is not honorable and useful. I find them in all the learned professions, and in the various mechanical arts. I find my female pupils scattered as teachers through half the States of the Union, and as the wives and assistants of Christian missionaries, in every quarter of the globe.

“So far, therefore, as my own experience goes, so far as my knowledge of the experience of others extends, so far as the statistics of crime throw any light on the subject, I should confidently expect that ninety-nine in a hundred, and I think even more, with such means of education as you have supposed, and with such divine favor as we are authorized to expect, would become good members of society, the supporters of order, and law, and truth, and justice, and all righteousness.”

The Rev. Jacob Abbott says,

“If all our schools were under the charge of teachers possessing what I regard as the right intellectual and moral qualifications, and if all the children of the community were brought under the influence of these schools for ten months in the year, I think that the work of training up *the whole community* to intelligence and virtue would soon be accomplished, as completely as any human end can be obtained by human means.”

“If all the children of this land were under the charge of such teach-

ers, for six hours in the day, and ten months in the year, and were to continue under these influences for the usual period of instruction in schools, I do not see why the result would not be that, in two generations, substantially the whole population would be trained up to virtue,—to habits of integrity, fidelity in duty, justice, temperance, and mutual good will. It seems to me that this effect would take place in all cases, except where extremely unfavorable influences out of school should counteract it,—which I think would hardly be the case, except in some districts in the more populous cities.”

Mr. F. A. Adams says,

“I do not hesitate to express the conviction that there is no agency which society can exert, through the government, capable of exerting so great a moral influence for the rising generation as the steady training of the young in the best schools.”

“In reply to the specific inquiry, in your circular, what proportion of our youth would probably, under the advantages of schooling presupposed in the circular, fail of fulfilling honorably their social and moral obligations in society, I would say that, in the course of my experience, for ten years, in teaching between three hundred and four hundred children, mostly boys, I have been acquainted with not more than two pupils in regard to whom I should not feel a cheerful and strong confidence in the success of the proposed experiment. In regard to these two cases, I should not despair,” &c.

Mr. E. A. Andrews says,

“It cannot be that the millions of intelligent men, found in this and in other Christian countries, can much longer permit their feelings to be enlisted, and the resources of the communities to which they belong to be employed, in promoting objects of far inferior value; while the advantages of a good system of general education are, in so great a degree, overlooked. If, as I fully believe, it is in the power of the people of any State, by means so simple as your question supposes, and so completely in their own power as these obviously are, so to change the whole face of society in a single generation that scarcely one or two per cent. of really incorrigible members shall be found in it, it cannot be that so great a good will continue to be neglected, and the means for its attainment unemployed.”

Mr. Roger S. Howard says,

“Judging from what I have seen, and do know, if the conditions you have mentioned were strictly complied with;—if the attendance of the scholars could be as universal, constant and long-continued as you have stated, if the teachers were men of those high intellectual and moral qualities,—apt to teach,

and devoted to their work, and favored with that blessing which the Word and Providence of God teach us always to expect on our honest, earnest and well-directed efforts in so good a cause,—on these conditions, and under these circumstances, I do not hesitate to express the opinion that the failures need not be,—would not be,—one per cent. Else, what is the meaning of that explicit declaration of the Bible, ‘Train up a child in the way he should go, and when he is old he will not depart from it’ !”

Miss Catherine E. Beecher says,

“ With these preliminaries, which I hope will be carefully pondered, and borne in mind as indispensable, I will now suppose that it could be so arranged that, in a given place, containing from ten to fifteen thousand inhabitants, in any part of our country where I ever resided, *all* the children at the age of four shall be placed, six hours a day, for twelve years, under the care of teachers having the same views that I have, and having received that course of training for their office that any state in this Union can secure to the teachers of its children. Let it be so arranged that all these children shall remain till sixteen under these teachers, and also that they shall spend their lives in this city, and I have no hesitation in saying,—I do not believe that *one*, no, *not a single one*, would fail of proving a respectable and prosperous member of society ; nay, more ; I believe every one would, at the close of life, find admission into the world of endless peace and love. I say this solemnly, deliberately, and with the full belief that I am upheld by such imperfect experimental trials as I have made, or seen made by others ; but, more than this, that I am sustained by the authority of Heaven, which sets forth this grand palladium of education,—‘ *Train up a child in the way he should go, and when he is old, he will not depart from it.*’

“ This sacred maxim surely presents the Divine *imprimatur* to the doctrine that *all* children *can* be trained up in the way they should go, and that, when so trained, they will not depart from it. Nor does it imply that education *alone* will secure eternal life, without supernatural assistance ; but it points to the true method of securing this indispensable aid.

“ In this view of the case, I can command no language strong enough to express my infinite longings that my countrymen, who, as legislators, have the control of the institutions, the laws, and the wealth, of our *physically* prosperous nation, should be brought to see that they now have in their hands the power of securing to *every* child in the coming generation a life of virtue and usefulness here, and an eternity of perfected bliss hereafter. How then can I express, or imagine, the awful responsibility which rests upon them, and which hereafter they must bear before the great Judge of nations, if they suffer the present state of things to go on, bearing, as it does, thousands, and hundreds of thousands, of helpless children, in our country, to hopeless and irretrievable ruin !”



Such, then, is a condensed view, or summary, of the testimony given by credible and trust-worthy witnesses on a subject so unspeakably important. The judicial mind cannot fail to observe that the section of country, whence these results of experience have been gathered, is large,—embracing all the States north and east of Pennsylvania. The schools have been both public and private, in town and country,—have consisted of both sexes and of all ages, and have contained children from all the States in the Union. They have embraced thousands and thousands of the youth of the land; and, commencing at a point of time now more than fifty years gone by, they reach, in unbroken continuity, to the present day. We have, therefore, no isolated or solitary case, illogically generalized, and made to yield an inference too broad for its premises.

The coincidence of the results, too, to which the witnesses have come, is, on its face, a very remarkable circumstance; but it is rendered still more remarkable by the fact, that they made their statements without any concert, or comparison of views, and in entire independence of each other. The proof, therefore, is not cumulative merely; but its cogency is raised to a mathematical power equal to the number of the witnesses.

Nor is it to be forgotten that each of the witnesses, in theological character, is a sincere believer in such an innate natural condition of the human heart, as opposes the most formidable obstacles to success in moral training. Sovereign, indeed, must be the influences which can educe exemplary lives and a well-ordered society from a race, each one of whom could say, literally, "I was shapen in iniquity and in sin did my mother conceive me;"—in a race whose alienation from the righteous law of God is supposed to antedate volition and even consciousness, and to be mingled and inbred with the primary corpuscles of being. It was no disrespect towards the many able and eminent teachers of a different religious faith, which deterred me from propounding the same questions to them, and soliciting the results of their experience. But it was because I wished to know what was deemed to be practicable by those who saw the greatest difficulties to be overcome before success could be achieved. While, therefore, their statements were solicited,



respecting the moral efficacy or "potentiality" of schools "*conducted on the cardinal principles of the New England systems,*" yet it was my wish that each one should make his own theological views manifest on the face of his communication; so that governors, and legislators, and all leaders of public opinion, might see how much was believed to be attainable, even while contending against the most formidable obstacles. I reasoned thus,—that if those who believe the battle-ground to be most nearly inaccessible, and the enemy's entrenchments to be most nearly impregnable, and his power to be most nearly invincible, do still believe that victory can be won;—then all would say, there should be no sleep in the camp until the war-cry is rung and the hand-to-hand struggle is begun.

But I must not disguise the fact, nor in any way divert attention from it, that universality of education, (either public or private,) is a substantive part of the plan here proposed, and indispensable to its successful working. Indeed, I should have thought it nugatory and trifling, to ask the opinion of any teacher about attainable results, had this condition been omitted from the scheme. Had it been stipulated, or supposed, as a preliminary of the plan, that one per cent. only of the children might be left out of the schools, doubtless, the witnesses would have made a deduction of at least five per cent., in their estimate of results. They would have felt bound to make an allowance, not only for the abandoned class themselves, but for the poisonous influence of that class upon all the rest. Doubtless, every advance in the qualification of teachers, and in gathering more and more of the children within the renovating influences of the schools, will yield a great reward of mental and moral benefits; but universality in the end to be accomplished demands universality in the means to be employed. If a contagious or infectious distemper were to break out in any quarter of a city, and all its victims but one were to be removed, though this removal would abate something from the malignant type of the disease, and contract the circle of its ravages, yet who would feel secure, while even *one* should remain, to impart its virus by contact, or radiate its noxious effluvia? In moral, no less than in physical maladies, the

security of each is conditioned on the security of all. The confidence of every rational man must be impaired respecting the prospective virtue of his own children, while the children of his neighbor are vicious;—and, for the comprehensive meaning of the word “neighbor,” Christ is our authority. I thank God that there can be no safety for any, until there is safety for all. Were the sky to be opened, and a voice to address us audibly from the heavens, it could not proclaim more articulately, than is done by the common course of Divine Providence, that God has made of one blood *all* nations of men to dwell on *all* the face of the earth; and that, therefore, being, by the law of consanguinity, one brotherhood and one body, no one member of this body can suffer, but all the members must suffer with it, and no one member can be truly honored, but all the members must rejoice with it. Where men are religious, therefore, this principle appeals to their religion, and enforces all its dictates; where men are not religious, but have only an enlightened selfishness, it invokes that selfishness to do good to others, for the reflected benefits upon itself; and thus it leaves only those to pursue a different course, who are morally selfish and intellectually blind. Hence, any system of education which does violence to this great principle of universal benevolence,—which circumscribes itself within the limits of a family, a caste, a party, or a sect,—is but human weakness wrestling against Divine Power; and, under whatever specious disguises it may mask itself, it is only mortal selfishness, seeking, by feigned and counterfeited compliances, to cajole Heaven out of blessings promised only to those who do unto others as they would that others should do unto them. What right has any man, or body of men, to make the second table of the law of less account than the first; or to delude themselves with the belief that they love the Lord their God with all the heart, while they do not love their neighbor as themselves? If God is our *Father*, all men must be our *brethren*.

I believe it would not be only practicable but easy, for the Legislature, at its ensuing session, now so soon to be commenced, to initiate a series of measures, which, in a very brief

period, would carry us through the earlier stages of the contemplated reform ;—measures which would command the ready assent of a vast majority of the citizens of Massachusetts, and would thus leave but few of those unnatural cases,—of those parents who are *not* parents,—to be dealt with compulsively.

In concluding this Report, I shall not attempt to heighten the effect of the evidence and the argument which have been submitted, by any effort to describe the blessedness of that state of society, which the universal application of this reformatory agency would usher in. Such an endeavor would be vain. He who would do this must first behold the scenes, and be thrilled by the joys, he would delineate ; he must borrow the language of the Paradise he would describe. And, more than this ;—he must be able to depict the depth and fierceness of the pains which have been inflicted, by the crimes of mankind, not only upon the guilty perpetrators themselves, but upon the innocent circles of their families and friends ;—the terrors of the conscience-stricken malefactor ; the sorrow and shame of children bemoaning a parent's guilt ; the madness of the mother at the ruin of her child ; the agony which brings down a father's gray hairs with sorrow to the grave ; the pangs of fraternal and sisterly affection, to which a stain upon a brother's or a sister's name is a dark spot upon the sun of life, which spreads and deepens until it eclipses all the light of existence ;—all the varied cries of this mingled wail of distress, which have been heard in all lands and at all times, from the death of Abel to the present hour,—all these, *he* must have power to describe who would describe the blessedness of a deliverance from them.

There is one consideration, however, which I cannot forbear to introduce, because it appeals alike to all those various, and oftentimes conflicting classes of men, who are endeavoring, in so many different ways, to ameliorate the condition of mankind. Will not a moment's reflection convince them all, that, so far as human instrumentality is concerned, Education encompasses, pervades, and overrules all their efforts ; grants them whatever triumphs they may achieve, and sets bounds to their successes which they cannot overpass ? Why does the

advocate of Temperance, every time he returns upon his circuit of beneficence, find his way again blocked up with the prostrate victims of inebriation? Why so long, in both hemispheres, have the divinest appeals of the advocate of Peace been drowned by the din of mustering squadrons and the clarion of war? Why does the opponent of slavery, before he can strike the fetters even from one victim, see other fetters riveted upon the limbs of many more? Why do our Moral Reform societies and our Home Mission societies call annually for more money and more laborers, wherewith to enter the ever-enlarging fields, as they open before them, of licentiousness and of irreligion? Why do those rich and powerful associations, formed for evangelizing the heathen world, see the very ships, which carry out the Gospel and its heralds, freighted also with idols made in Christian lands, for those heathen to buy, and to worship as true gods; and laden with a liquid poison, too, which sinks its victims to such a depth of debasement as to make common heathenism enviable? Why is it that the political parties into which our country is divided, persist, year after year, in solemnly and unceasingly charging each other with heinous and premeditated offences against the fundamental principles of our government and the highest welfare of the people?—charges which, if true, must brand the accused with infamy; if untrue, the accusers. So far as the members of any one of these various parties are lovers of truth, of righteousness, and of peace, let them be asked, what is the reason why they accomplish so little, and why so much ever remains to be done? and they will answer, and answer truly, that they do not fail through lack of reason or of authority, but because of blindness of mind or perversity of heart in those whom they address. The admonitions of history, the precepts of the Gospel, the attributes of the Deity, are all on their side; but they are not heard, because they speak to adders' ears; they are not felt, because their words of fire fall upon stony hearts. It is not, therefore, better or more arguments that they need, but men capable of appreciating argument. Their eloquence is sufficiently electric and powerful, were it not for the flintiness of the hearts that glance off its lightnings. They want men whose intellects are not blind to the most radiant truths;



whose consciences are not as the nether mill-stone; whose prejudices have not become fossilized. The merits of the divinest cause may be all cancelled by the demerits of the hearers; as the innocence of Christ was no better than guilt, at the unholy tribunal of Pilate.

But, in universal education, every "follower of God and friend of human kind" will find the only sure means of carrying forward that particular reform to which he is devoted. In whatever department of philanthropy he may be engaged, he will find that department to be only a segment of the great circle of beneficence, of which *Universal Education* is centre and circumference; and that it is only when these segments are fitly joined together, that the wheel of Progress can move harmoniously and resistlessly onward. Whether, therefore, he is struggling, on the one hand, to emancipate society from the thralldom of some particular enormity, which to him seems more flagitious than all the rest; or whether, on the other hand, he is striving to endue his age with some special virtue, in no way can he pursue his own peculiar aim, so directly and so speedily, as by preparing a generation of men, ninety-nine in every hundred of whom,—even of the first subjects submitted to the experiment,—shall be trained "to do justly, to love mercy, and to walk humbly with God." And however a portion of my fellow-mortals, or I myself, may feel, in regard to the highest religious concerns of the soul, I trust there are none, who believe that such an education as is here contemplated would be an obstacle, and not an aid, to the reception of divine truth. I trust there are none who would not readily adopt the language of Mr. Page, in his letter above cited, where he says, "I am fully of the opinion that *the right of expectation of a religious character* would be increased very much in proportion to the excellence of the training given, since God never ordains means which He does not intend to bless."

HORACE MANN,

*Secretary of the Board of Education.*

WEST NEWTON, Dec. 16, 1847.



## APPENDIX.





## SUFFOLK COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.		In Win- ter.					Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.	Males.	Females.
Boston, -	93,383	\$109,304,218	159	17,306	17,306	13,203	13,203	25,731	-	45	934	1868	56	221	56	221	
Chelsea, -	2,390	695,781	13	1,011	1,008	724	724	974	-	10	84	168	3	16	3	16	
North Chelsea,*	-	-	4	174	200	139	140	190	-	9	24	40	1	3	1	3	
Total, -	95,773	110,000,000	176	18,491	18,514	14,030	14,067	26,895	-	64	5,26	11,22	60	240	60	240	

\* Population and Valuation included in Chelsea.

## SUFFOLK COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Boston, -	\$105 05	\$13 00	\$26 31	\$8 50	\$154,596 99	-	-	1380	3229	\$105,410	115	1380	3229	\$105,410	\$8000	\$450	-
Chelsea, -	63 67	12 00	18 23	8 00	5,300 00	-	-	9	39	159	2	9	39	159	-	-	-
North Chelsea,	40 00	12 00	16 50	7 00	1,100 00	-	-	-	-	-	-	-	-	-	-	-	-
Total, -	69 57	12 33	20 35	7 83	160,996 99	-	-	1389	3268	105,569	117	1389	3268	105,569	8000	450	-

SESS EX COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.	Males.	Females.
Amesbury, -	2471	\$604,299	14	593	641	461	485	716	12	38	45	44.7	89.7	3	12	11	4
Andover, -	5307	1,474,475	21	1221	1227	929	952	1679	28	63	102.21	72	174.21	1	22	16	6
Beverly, -	4089	1,306,509	10	840	919	636	747	1305	-	70	53	44.14	97.14	2	12	10	3
Boxford, -	942	387,304	7	214	251	168	200	246	12	33	27	19	46	-	7	7	-
Bradford, -	2222	410,963	9	464	415	320	340	690	25	50	47	31	78	1	8	6	2
Danvers, -	5020	1,922,807	17	1509	1640	1089	1227	1713	50	50	85	75.14	160.14	3	18	14	10
Essex, -	1450	433,906	10	-	424	-	327	463	8	33	-	47	47	-	-	7	4
Georgetown, -	1540	339,351	8	331	290	211	205	461	9	3	36.14	11	47.14	-	8	6	-
Gloucester, -	6350	827,402	23	1373	1418	1118	1140	1920	38	122	105	81.5	186.5	3	22	16	8
Hamilton, -	818	234,749	4	148	218	113	180	228	7	18	13	10	23	-	4	4	-
Haverhill, -	4336	1,924,379	23	1009	843	766	637	1302	10	15	93.7	65	158.7	4	16	15	9
Ipswich, -	3000	781,361	10	582	555	449	427	781	31	38	46.7	44	90.7	2	10	8	2
Lynn, -	9367	1,319,656	24	2198	2198	1674	1674	3372	-	-	60	60	120	7	24	9	22
Lynnfield, -	707	157,963	3	188	200	133	154	201	7	6	16.7	8.21	25	-	3	3	-
Manchester, -	1355	334,035	6	410	388	262	250	422	-	8	29	18	47	1	5	3	2
Marblehead, -	5375	1,660,528	13	1127	984	846	725	1553	-	12	78	77	155	3	12	4	11
Methuen, -	2251	576,619	13	601	785	473	610	1000	9	34	48.21	44	92.21	-	12	6	9
Middleton, -	657	210,239	4	141	161	110	131	178	9	6	17.21	10.14	28.7	-	4	3	-
Newbury, -	3789	904,026	14	731	682	450	414	993	10	32	80	47	127	4	10	9	3
Newburyport, -	7161	3,208,837	21	1978	1226	1075	989	2052	-	56	126	126	252	7	17	17	17
Rockport, -	2650	333,475	13	720	420	651	384	800	-	80	29.7	21	50.7	5	8	2	2
Rowley, -	1203	248,295	6	212	181	152	144	222	8	19	20	10	30	1	5	2	-
Salem, -	15,082	10,218,109	33	2630	2635	2500	2460	4187	-	-	396	396	792	8	51	9	50
Salisbury, -	2739	725,714	17	633	266	489	211	705	11	12	58	24.14	82.14	3	8	4	2
Saugus, -	1098	208,856	6	295	264	209	183	324	20	8	34.7	18.14	52.21	-	6	1	3
Topsfield, -	1059	377,067	5	245	233	187	170	290	11	21	24	16.14	40.14	-	5	3	2
Wenham, -	689	197,806	5	151	244	117	208	251	6	24	13	15	28	-	4	3	2
West Newbury, -	1560	476,154	6	170	423	337	338	426	42	86	17	22.14	39.14	2	4	3	3
Total, - -	94,987	31,110,204	345	20,704	20,131	15,925	15,912	28,480	363	937	4.26	4.6	9.4	60	317	206	176

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated, Private Schools and Schools kept for long Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Amt of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Anesbury, -	\$21 39	\$6 07	\$10 75	\$4 87	\$1500 00	-	3	30.14	263	\$5152 00	11	48	264	\$762 10	-	-	-
Andover, -	29 18	8 12	12 23	4 55	3500	-	1	12	30	700 00	8	54	207	598 10	\$2200 00	\$130 00	-
Beverly, -	33 83	9 58	11 27	5 13	3000	-	1	12	30	700 00	25	170	600	2500	-	-	-
Boxford, -	25 64	7 14	10 28	4 33	600	-	-	-	-	-	2	14	22	46 32	3214 64	192 87	-
Bradford, -	29 00	7 37	12 82	5 50	1442 50	-	1	10	140	2200 00	2	18	50	460	2500 00	125 00	\$553 20
Danvers, -	42 50	7 80	18 33	6 00	5139	-	-	-	-	-	3	21	80	960	1500 00	90 00	-
Essex, -	37 00	8 85	14 87	4 75	1000	-	-	-	-	-	9	106	209	1450	-	-	-
Georgetown, -	26 50	7 83	11 37	5 62	800	-	-	-	-	-	2	4	25	30	-	-	-
Gloucester, -	43 35	10 35	20 98	6 93	4500	-	-	-	-	-	8	93	183	443 33	-	-	521 19
Hamilton, -	35 33	7 00	13 00	4 25	400	-	-	-	-	-	2	4	40	180	5700 00	600 00	-
Haverhill, -	24 50	7 33	13 22	4 35	3500	-	1	9	68	1100 00	2	12	223	2038 50	-	-	-
Haverhill, -	30 83	7 95	11 25	4 83	1775	-	1	12	35	700 00	10	120	223	2038 50	-	-	-
Ipswich, -	42 21	8 00	14 00	5 00	8000	-	-	-	-	-	3	23.14	62	440	-	-	-
Lynn, -	28 66	8 00	14 89	5 89	500	-	-	-	-	-	4	14.14	190	715	-	-	-
Lynnfield, -	33 00	9 00	13 85	5 14	900	-	1	12	16	256 00	14	168	375	2633 72	-	-	-
Manchester, -	35 71	12 00	9 60	5 00	3250	-	-	-	-	-	3	20	70	344	1400 00	86 00	-
Marblehead, -	26 63	7 38	14 14	5 98	1800	-	-	-	-	-	18	206	404	3493	65,000 00	3250 00	-
Methuen, -	28 67	7 67	10 25	4 75	450	-	-	-	-	-	1	10	30	75	-	-	-
Middleton, -	27 54	8 04	12 61	5 27	2500	-	1	12	25	250 00	3	20	70	344	1400 00	86 00	-
Newbury, -	48 81	12 00	12 13	6 00	7100	-	-	-	-	-	1	10	30	75	-	-	-
Newburyport, -	25 00	10 00	13 00	6 00	1200	-	-	-	-	-	33	396	744	9629	-	-	-
Rockport, -	30 67	7 67	10 71	4 23	560	-	-	-	-	-	9	23.14	250	987 50	-	-	-
Rowley, -	64 61	12 00	13 45	6 63	15,590 01	-	-	-	-	-	2	12.6	49	290 50	-	-	-
Salisbury, -	26 43	7 71	19 30	4 90	1500	-	-	-	-	-	4	6	107	87 50	-	-	-
Saugus, -	27 50	8 00	13 79	5 55	800	-	-	-	-	-	2	12.6	49	290 50	-	-	-
Topsfield, -	26 52	7 33	10 43	5 00	600	-	-	-	-	-	4	6	107	87 50	-	-	-
Wenham, -	27 16	7 50	9 83	4 00	420	-	-	-	-	-	6	-	-	-	-	-	-
West Newbury, -	28 00	7 60	13 57	5 28	1000	-	-	-	-	-	-	-	-	-	-	-	-
Total, -	32 36	8 41	13 07	5 20	73,266 51	-	9	97.14	577	10,358 00	179	1541.20	4184	28,283 57	81,514 64	4473 87	1074 39



## MIDDLESEX COUNTY.

TOWNS.	Popu- lation.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer, Mos. Days.	Winter, Mos. Days.	Total, Mos. Days.	Males.	Females.	Males.	Females.
Acton, - - -	1121	\$200,202 18	8	298	376	221	314	306	28	54	21. 7	20	41. 7	-	6	5	3
Ashby, - - -	1246	319,492 79	9	269	335	202	273	317	9	35	31. 8	23. 9	54. 17	-	9	2	7
Ashland,* - -	-	-	8	222	235	176	186	290	10	21	20	20	40	-	7	5	3
Bedford, - - -	929	233,037 21	6	229	238	187	189	213	34	18	25	15	40	-	6	5	1
Billerica, - -	1632	411,630 24	10	336	394	259	323	311	30	26	37	30. 10	67. 10	-	9	7	4
Boxborough, -	426	144,635 22	4	85	107	69	94	89	7	21	10	12	22	-	4	3	1
Brighton, - -	1425	458,485 41	7	452	434	324	339	421	18	29	42	28	70	1	7	1	7
Burlington, -	510	133,908 82	4	157	196	112	147	120	5	19	11	7. 12	18. 12	-	4	4	-
Cambridge, -	8409	4,479,501 43	30	2391	2733	1820	1800	3015	-	104	165	109. 14	334. 14	8	29	9	30
Carlisle, - -	556	198,893 95	5	112	149	95	121	124	7	22	14	15. 21	29. 21	-	5	3	2
Charlestown, -	11,484	4,033,176 39	25	2096	2696	2096	2696	3356	-	-	150	150	300	7	35	7	35
Chelmsford, -	1697	443,684 77	11	426	495	314	404	570	23	54	46	32	78	-	11	9	3
Concord, - -	1784	608,649 70	10	413	437	323	359	530	11	50	56	33	89	1	9	7	3
Dracut, - - -	2188	514,471 37	13	635	701	480	553	687	29	33	43	41	84	-	15	10	3
Dunstable, - -	603	191,314 25	5	117	164	98	131	151	-	18	11	16. 13	27. 13	-	5	3	2
Framingham, -	3030	851,350 05	13	776	812	601	660	965	-	-	45	42	87	-	13	9	4
Groton, - - -	2139	722,440 56	15	449	577	339	483	544	22	55	49	38	87	-	14	11	4
Holliston, - -	1782	415,394 63	9	383	441	334	384	447	26	4	24. 07	26. 07	50. 14	-	8	8	1
Hopkinton, - -	2245	501,989 04	10	433	510	338	424	538	24	52	30	29. 9	59. 9	-	10	9	1
Lexington, - -	1642	561,549 81	6	352	393	296	328	390	9	19	31	24	55	1	7	3	5
Lincoln, - - -	686	232,614 79	4	178	172	129	155	177	10	15	20. 14	20	30. 14	-	4	4	-
Littleton, - -	927	224,643 56	7	205	292	169	255	254	13	35	25	23	48	-	7	6	1
Lowell, - - -	20,796	10,160,652 13	48	4565	4903	3232	3490	5280	-	111	263. 7	285. 15	547. 22	18	62	18	61



Malden, -	2514	586,136	15	9	676	700	509	558	779	-	37	48	28. 7	76. 7	-	10	5	7
Marlborough, -	2101	667,674	51	12	485	607	407	509	560	32	60	34	31	65	-	10	8	4
Medford, -	2478	1,095,195	31	9	550	446	469	445	573	-	-	50	37	87	2	12	2	10
Natick, -	1285	282,935	65	7	364	429	296	363	451	8	33	18	19	37.20	-	7	5	2
Newton, -	3351	897,255	36	12	675	749	479	578	902	20	27	58.14	57. 7	115.21	2	10	9	3
Pepperell, -	1571	357,859	61	8	352	392	293	314	403	20	51	26	23	49	-	8	7	1
Reading, -	2193	463,024	61	11	592	591	454	482	635	41	36	54. 7	31. 7	85.14	-	11	6	5
Sherburne, -	995	318,462	43	7	211	265	168	227	260	12	26	26	21.16	47.16	-	7	5	2
Shirley, -	957	236,561	06	6	187	256	152	213	250	11	15	17	17	34	-	6	6	-
Somerville,†	-	-	-	10	481	524	312	370	525	5	20	42	40	82	3	6	4	5
South Reading, -	1517	279,409	01	8	429	322	325	251	404	21	53	50	17	67	1	7	1	5
Stoneham, -	1017	217,960	69	5	288	130	261	103	303	11	32	35	8	43	-	6	2	1
Stow, -	1230	337,451	94	5	254	262	168	213	275	11	35	20.14	14. 7	34.21	-	5	5	-
Sudbury, -	1422	410,716	09	5	287	361	222	306	370	17	53	20	14	34	-	5	5	-
Tewksbury, -	906	342,703	03	6	200	200	146	154	224	12	21	19	16. 9	35. 9	-	5	5	-
Townsend, -	1892	355,107	38	12	404	503	317	417	480	13	15	28.11	27	55.11	-	12	11	1
Tyngsborough,†	870	264,133	47	7	208	233	131	180	210	9	27	25.21	19.14	45. 7	-	7	7	1
Waltham, -	2504	1,069,171	69	10	675	682	481	507	731	32	35	52.14	53	105.14	1	10	3	8
Watertown, -	1810	973,835	88	7	498	513	334	370	489	8	20	38	40	78. 6	2	6	2	6
Wayland, -	998	232,524	87	6	211	241	167	190	236	-	16	19. 6	18	37. 6	-	6	6	-
W. Cambridge, -	1363	472,423	35	7	358	411	300	344	404	-	25	51.14	31	82.14	3	5	4	5
Westford, -	1436	357,312	58	9	335	372	222	306	412	30	55	30	29.14	59.14	-	9	5	4
Weston, -	1092	386,494	22	6	188	238	157	207	270	10	9	27	23.14	50.14	-	6	6	-
Wilmington, -	859	199,666	72	5	179	221	186	172	212	3	25	21	11. 4	32. 4	-	5	4	1
Woburn, -	2993	687,388	09	13	762	704	519	507	838	15	63	63	28	91	1	11	5	7
Total, -	-	37,592,082	00	469	26,538	28,242	20,239	22,414	30,291	656	1584	4.10	3.20	8.02	51	479	276	260

† No Return. From last year's Abstract.

† Population and Valuation included in Charlestown.

\* A newly-incorporated town.

## MIDDLESEX COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of schools, including the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools kept to prolong Comm. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Amt. of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Acton, -	\$27 65	\$8 05	\$11 96	\$5 55	\$800 00	-	-	-	-	-	3	7	75	\$360 00	-	-	-
Ashby, -	19 50	4 50	12 79	6 14	800	-	-	-	-	-	2	4.14	45	85 00	-	-	-
Ashland, -	27 80	7 40	15 11	6 25	950	-	-	-	-	-	-	8	50	-	-	-	-
Bedford, -	28 15	7 35	11 63	4 73	800	-	-	-	-	-	2	6	16	100 00	-	-	-
Billerica, -	25 43	7 90	12 46	5 23	1200	-	-	-	-	-	1	1.21	23	29 50	-	-	-
Boxborough, -	26 91	6 57	11 00	4 80	400	-	-	-	-	-	1	12	16	104 00	-	-	-
Brighton, -	58 33	16 00	16 69	7 00	2300	-	-	-	-	-	1	-	-	-	-	-	-
Burlington, -	26 80	8 00	10 00	5 00	250	-	-	-	-	-	-	-	-	-	-	-	-
Cambridge, -	60 11	12 00	18 96	8 00	14,700	-	1	11	45	\$1400 00	17	186.7	316	4088 00	\$750 00	\$45 00	\$58 93
Carlisle, -	24 56	6 89	11 72	4 51	500	-	1	-	-	-	1	1.14	199	-	600 00	36 00	-
Charlestown, -	75 00	16 00	17 74	8 00	15,500	\$31 25	-	12	125	5000 00	11	5	58	5500 00	1500 00	90 00	213 71
Chelmsford, -	29 06	7 73	13 00	5 64	1500	-	-	-	-	-	2	23	64	1100 00	-	-	-
Concord, -	33 89	8 50	12 66	5 50	2000	40 00	1	6	25	150 00	4	2.21	75	27 00	-	-	-
Dracut, -	24 85	7 65	12 14	4 78	1271 36	45 00	-	-	-	-	3	-	-	-	-	-	-
Dunstable, -	24 44	6 05	11 16	5 00	400	-	1	-	-	-	-	-	-	-	-	-	-
Frammingham, -	33 91	9 39	17 31	6 84	2000	-	1	10.14	47	656 00	1	10.14	24	540 00	-	-	-
Groton, -	22 45	7 65	10 53	5 20	1500	-	1	10	60	720 00	1	4	16	32 00	630 00	37 20	-
Holliston, -	28 89	6 89	15 07	6 22	950	-	1	-	-	-	1	3	33	132 00	-	-	180 00
Hopkinton, -	28 59	7 71	13 09	5 57	1000	-	1	11	60	1000 00	5	9.14	25	112 00	4000 00	240 00	-
Lexington, -	37 00	10 00	18 00	6 54	1600	-	-	-	-	-	2	3	41	91 24	-	-	-
Lincoln, -	30 50	8 25	11 50	5 75	570	-	-	-	-	-	3	-	-	-	1170 00	61 81	88 50
Littleton, -	29 66	7 50	10 91	4 79	900	-	-	-	-	-	3	6	70	175 00	-	-	-
Lowell, -	53 87	12 67	16 88	7 25	27,300	-	1	11	30	500 00	5	48	185	2450 00	-	-	-



## WORCESTER COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.		No. of Scholars of all ages in the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 tend School. years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS			NUMBER OF TEACHERS.		
															SUMMER.	WINTER.	
															Males.	Females.	Males. Females.
			In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer, Mos. Days.	Winter, Mos. Days.	Total, Mos. Days.			
Ashburnham, -	1652	\$414,235 20	462	539	361	434	518	20	69	29	26	55	11	10	1	8	1
Athol, - - -	1591	348,372 02	420	534	338	441	483	25	45	28	36.14	64.14	13	7	1	4	8
Auburn, - - -	649	189,372 53	168	216	145	183	210	6	18	14.14	10	24.14	3	1	1	1	4
Barre, - - -	2751	961,947 28	533	691	434	573	616	38	62	50	53.11	103.11	18	11	1	7	7
Berlin, - - -	763	192,179 44	172	215	139	175	199	14	23	13	14	27	5	5	1	5	7
Blackstone,* -	-	-	5	412	284	519	837	36	48	36	47	83	1	10	9	9	-
Bolton, - - -	1186	402,181 13	230	323	169	268	299	12	25	21	24	45	7	8	-	2	-
Boylston, - -	797	241,985 57	167	230	130	193	208	12	29	16.21	14	30.21	5	3	3	2	-
Brookfield, -	2472	655,829 09	513	709	413	574	657	46	78	49	48	97	15	12	12	4	4
Charlton, - -	2117	628,390 04	391	556	305	460	495	12	61	40.14	35.7	75.21	13	12	1	1	-
Dana, - - -	691	117,983 73	7	197	244	142	210	220	7	30	18	34	6	7	-	-	-
Douglas, - -	1617	573,991 82	289	398	231	301	427	24	27	30.7	23	53.7	9	10	7	7	-
Dudley, - - -	1352	445,870 45	254	337	195	266	314	27	23	26	27.21	53.21	7	7	10	8	-
Fitchburg, - -	2604	721,486 45	797	864	541	642	973	23	65	67	43	110	16	10	5	4	4
Gardner, - - -	1260	348,630 35	316	453	251	369	374	9	63	20	13	33	6	5	8	9	9
Grafton, - - -	2943	808,388 34	607	787	505	644	874	37	47	51	55	106	17	8	10	2	2
Hardwick, - -	1789	535,195 40	325	514	274	436	439	29	78	32	36.14	68.14	11	10	9	1	1
Harvard, - -	1571	425,873 44	327	411	262	357	400	8	52	30	27	57	10	9	12	4	5
Holden, - - -	1874	528,907 98	435	493	371	416	497	20	58	29	33	62.21	12	9	13	7	7
Hubbardston, -	1784	411,458 75	449	547	360	451	509	34	98	33	41.21	74.21	13	13	9	6	2
Lancaster, - -	2019	459,831 50	550	574	346	438	600	20	52	45.14	26.14	59.14	11	5	5	6	2
Leicester, - -	1707	687,952 63	409	426	324	341	544	15	15	33	30	62	10	9	10	9	2
Leominster, -	2009	606,294 93	418	489	349	421	487	5	53	32	30	62	10	9	10	9	2



Lunenburg, -	1272	412,383	88	9	285	366	200	307	367	8	56	24	27. 7	51. 7	-	9	8	1
Mendon, -	3524	1,317,513	33	6	225	297	177	233	302	19	53	21	20	41	-	7	6	1
Milford, -	1773	418,210	87	12	495	638	405	526	616	32	64	31	33. 14	64. 14	-	12	11	2
Milbury, -	2171	516,463	27	10	413	506	331	417	639	6	21	26	31	57	-	9	3	7
New Braintree, -	752	385,772	30	7	150	211	118	184	182	8	29	22. 14	23. 7	45. 21	-	7	4	3
Northborough, -	1248	367,252	78	6	246	326	199	261	319	-	26	19	16	35	-	6	5	1
Northbridge, -	1449	294,054	67	9	352	414	268	346	473	28	34	20	27	47	1	7	8	1
N. Brookfield, -	1485	429,600	23	10	353	455	286	393	432	22	48	29	24. 7	53. 7	-	9	8	2
Oakham, -	1038	281,341	27	8	195	292	161	234	268	12	32	23	22	45	-	8	6	2
Oxford, -	1742	649,201	91	11	446	429	355	340	504	23	25	37	30. 14	67. 14	-	12	6	2
Paxton, -	670	157,378	15	6	139	203	104	157	193	13	16	10	14	24	-	4	3	3
Petersham, -	1775	644,607	74	15	360	432	301	377	404	27	29	37	41	78	-	14	7	6
Phillipston, -	919	285,882	81	7	177	233	157	213	197	10	45	14. 7	16. 14	32. 21	-	6	5	2
Princeton, -	1347	474,169	53	10	333	460	255	376	462	22	57	24	25	49	-	10	10	-
Royalston, -	1667	433,314	43	14	367	544	291	464	474	20	54	26	33	59	-	10	10	4
Rutland, -	1260	422,289	45	11	302	370	245	313	320	14	38	25	29	54	-	11	6	5
Shrewsbury, -	1481	429,942	57	9	299	363	245	305	374	10	40	18	25. 7	43. 7	-	7	7	2
Southborough, -	1145	296,302	93	6	259	287	219	243	270	5	50	16	15. 14	31. 14	-	6	6	-
Southbridge, -	2031	553,021	37	11	438	540	356	430	691	22	45	26	39. 14	65. 14	-	9	6	5
Spencer, -	1604	490,303	23	10	351	492	274	399	486	24	60	27	31. 21	58. 21	-	10	6	5
Sterling, -	1647	479,034	63	12	343	489	282	410	448	35	55	30	31	61	-	12	9	4
Sturbridge, -	2005	610,325	20	13	373	523	313	450	539	12	16	29	39. 14	68. 14	-	13	8	6
Sturton, -	2370	711,238	55	13	544	603	426	507	597	30	58	47	36. 21	83. 21	-	13	10	4
Templeton, -	1776	581,845	50	10	393	533	314	416	472	13	58	37	25. 7	62. 7	-	10	8	2
Upton, -	1466	327,331	22	9	340	417	270	368	414	23	43	23	32	44	-	9	7	1
Uxbridge, -	2004	726,672	73	12	443	466	350	381	634	12	46	39	32. 14	71. 14	-	12	7	4
Warren, -	1290	444,834	00	11	310	355	338	283	409	8	22	36	28	64	-	10	5	5
Webster, -	1403	487,040	58	7	394	347	301	334	457	14	10	30	28	58	1	6	4	3
Westborough, -	1658	430,094	83	8	310	367	253	318	422	12	65	20	20. 14	40. 14	-	8	7	1
West Boylston, -	1187	365,736	99	8	304	380	246	324	385	24	43	28. 21	22	50. 21	-	8	3	5
Westminster, -	1645	457,983	33	12	444	542	359	449	489	23	72	33	33. 14	66. 14	-	12	9	3
Winchendon, -	1754	457,783	81	12	439	517	346	422	492	19	66	31	35	66	-	12	9	3
Worcester, -	7497	3,696,004	84	31	2199	2489	1753	2028	2783	103	200	124	143	267	3	46	12	40
Total, -	95,313	29,804,316	00	595	21,868	27,186	17,307	22,220	27,664	1132	2495	2. 25	2. 27	5. 26	8	585	409	233

\* Population and Valuation included in Mendon.

## WORCESTER COUNTY — Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Amt of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Ashturnham,	\$23 98	\$5 88	\$11 17	\$4 89	\$900 00	\$10 00	-	-	-	-	2	3.14	30	\$50 00	-	-	-
Athol,	23 76	5 63	11 25	5 13	1200	37 00	-	-	-	-	4	7.14	30	200 00	-	-	-
Auburn,	26 50	7 00	16 52	5 24	500	13 50	-	-	-	-	2	5	50	85 00	-	-	-
Barre,	25 74	6 49	12 68	5 33	1800	-	-	-	-	-	2	6	30	210 00	-	-	-
Berlin,	24 80	5 60	11 20	4 60	450	-	-	-	-	-	1	12	42	500 00	\$533 00	\$32 00	\$303 83
Blackstone,	26 62	6 47	22 70	4 66	1500	85 00	-	-	-	-	1	13	38	368 00	-	-	-
Bolton,	28 75	8 75	11 00	5 00	981 75	-	-	-	-	-	2	3	47	70 44	-	-	-
Boylston,	28 33	6 66	11 61	4 47	500	38 00	-	-	-	-	2	11.7	70	265 00	-	-	-
Brookfield,	25 06	6 09	12 60	5 32	1600	67 00	-	-	-	-	2	3	35	120 00	-	-	-
Charlton,	23 83	6 05	10 21	4 26	1200	49 00	-	-	-	-	1	3	-	-	-	-	-
Dana,	22 44	5 27	8 38	3 30	400	103 13	-	-	-	-	-	-	-	-	900 00	54 00	-
Douglas,	23 78	6 44	12 89	4 63	900	18 00	-	-	-	-	-	-	-	-	-	-	-
Dudley,	22 53	5 52	12 33	4 81	1000	45 00	-	12	30	\$300 00	-	-	-	-	-	-	-
Fitchburg,	27 06	7 71	13 25	5 71	2000	-	-	-	-	-	-	-	-	-	-	-	-
Gardner,	28 62	7 22	12 98	5 28	700	-	-	-	-	-	5	39	41	1500 00	-	-	-
Grafton,	28 17	7 29	14 20	5 68	1827 98	-	-	-	-	-	1	21.21	26	13 56	-	-	-
Hardwick,	22 59	5 69	11 28	4 97	1200	25 00	-	-	-	-	7	2	30	1076 00	-	-	-
Harvard,	26 38	6 75	11 79	5 42	1100	-	-	-	-	-	1	-	-	60 00	200 00	12 00	-
Holden,	26 94	7 44	15 13	6 20	1000	-	-	-	-	-	1	-	30	90 00	3366 00	202 00	36 00
Hubbardston,	25 41	5 87	12 17	5 04	1200	50 00	-	-	-	-	1	3	40	120 00	1200 00	72 00	-
Lancaster,	28 80	7 80	12 50	5 71	1600	-	-	-	-	-	7	24	191	748 67	-	-	-
Leicester,	23 38	6 69	12 88	4 84	1160	-	-	-	12	-	3	10.14	69	101 00	-	-	-
Leominster,	27 65	7 65	12 67	5 80	1200	-	-	-	-	-	6	25.7	126	350 67	100 00	6 00	-

	24 19	6 62	10 73	4 96	900 00	-	-	-	-	1	10	31	434 00	-	127 49
Lunenburg,	-	6 16	12 29	4 46	600	-	-	-	-	3	8. 7	86	255 00	-	-
Mendon,	-	6 82	10 50	4 38	1400	8 00	-	-	-	4	2	103	83 09	-	-
Milford,	-	8 00	14 10	5 24	1200	18 00	-	-	-	4	17	158	714 75	-	-
Milbury,	-	7 50	12 46	5 86	800	33 00	-	-	-	-	-	-	-	-	-
New Braintree,	30 00	7 50	10 85	4 71	750	-	-	-	-	1	12	20	400 00	-	-
Northborough,	23 26	6 92	12 12	5 54	750	33 00	-	-	-	12	18.14	331	300 06	-	-
Northbridge,	26 68	6 81	12 26	4 91	1200	-	-	-	-	4	10	106	147 03	-	-
N. Brookfield,	22 42	5 42	11 45	4 68	700	14 00	-	-	-	1	1.14	40	10 00	-	-
Oakham,	25 32	6 48	12 72	4 66	1000	-	-	-	-	1	3	20	50 00	-	-
Oxford,	26 71	6 04	11 79	4 70	500	-	-	-	-	1	1.14	35	87 50	-	-
Paxton,	24 08	6 23	12 24	4 72	1200	-	-	-	-	5	8. 7	148	198 00	1219 57	73 14
Petersham,	20 96	5 16	11 33	4 68	500	-	-	-	-	3	5.21	62	77 00	-	-
Phillipston,	24 88	6 07	10 18	4 13	800	-	-	-	-	1	2.14	40	120 00	-	-
Princeton,	24 61	5 66	11 10	4 65	1000	12 00	-	-	-	1	3	35	105 00	1500 00	90 00
Royalston,	23 89	5 55	11 90	5 27	800	-	-	-	-	3	5.14	63	118 00	-	-
Rutland,	28 71	7 71	13 09	5 31	800	-	-	-	-	7	22.14	288	524 55	-	-
Shrewsbury,	28 78	7 44	13 72	5 83	700	-	-	-	-	5	9	135	111 00	-	-
Southborough,	26 91	7 00	12 79	5 07	1200	95 00	-	-	-	5	17.12	190	467 00	-	-
Southbridge,	23 67	6 33	14 16	5 62	1000	19 00	-	-	-	4	10	109	153 05	400 00	24 00
Spencer,	26 78	7 11	13 27	5 87	1100	-	-	-	-	5	7.14	-	-	-	-
Sterling,	22 87	5 87	11 26	4 67	1000	40 00	-	-	-	1	3	30	90 00	-	-
Sturbridge,	26 33	6 53	13 53	4 91	1500	-	-	-	-	5	12	150	346 00	-	-
Sutton,	26 63	6 54	13 14	5 22	1000	-	-	-	-	2	8	70	304 00	-	-
Templeton,	26 60	6 67	11 84	4 77	700	-	-	-	-	2	9	63	355 00	-	-
Upton,	21 88	6 38	13 70	5 13	1000	30 00	-	-	-	-	-	-	-	-	-
Uxbridge,	25 60	6 00	11 35	4 75	1000	181 00	-	-	-	-	-	-	-	-	-
Warren,	22 20	7 00	13 18	5 53	1100	-	-	-	-	-	-	-	-	-	-
Webster,	27 57	6 57	12 96	5 07	800	-	-	-	-	1	11	30	400 00	-	-
Westborough,	25 11	7 44	13 81	5 51	800	-	-	-	-	6	18.14	153	306 70	-	-
West Baylston,	24 28	5 69	11 10	4 63	1000	15 00	-	-	-	2	8. 7	15	165 00	-	-
Westminster,	26 83	7 05	12 38	5 25	1200	-	-	-	-	-	-	-	-	-	-
Winchendon,	43 40	9 87	13 64	7 38	12,100	-	-	-	-	1	21	40	12 30	-	-
Worcester,	-	-	-	-	-	-	-	-	-	4	48	74	1555 16	-	-
Total,	25 99	6 65	12 51	5 08	68,119 73	1038 63	6	101	348	144	487	3509	13,817 50	11,418 57	714 31



## HAMPSHIRE COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.		Males.
Amherst, -	2550	\$654,471 00	12	477	528	380	448	699	18	58	37	37	74	-	10	8	5
Belchertown, -	2554	496,480	17	570	522	398	387	717	31	53	56	47	103	-	15	14	3
Chesterfield, -	1132	250,112	10	228	243	178	182	290	16	23	39	30	69	-	10	4	6
Cummington, -	1237	244,078	10	269	333	208	273	353	9	20	33. 7	36. 14	69. 21	-	9	4	6
Easthampton, -	717	181,495	6	177	182	151	154	224	4	4	26	20	46	-	8	5	2
Enfield, -	976	263,430	8	202	252	159	213	278	8	35	24	21	45	-	8	8	-
Goshen, -	556	131,867	5	125	123	97	102	147	6	8	22	12	34	-	5	2	2
Granby, -	971	230,583	9	236	311	203	277	308	4	19	29. 21	32. 21	62. 14	-	8	6	3
Greenwich, -	824	156,879	7	185	262	168	214	229	5	24	21	18. 14	39. 14	-	7	6	1
Hadley, -	1814	493,091	13	352	453	312	387	512	11	27	44	46	90	-	11	5	10
Hatfield, -	933	449,684	7	205	249	167	222	212	7	36	31. 07	23. 14	54. 21	-	6	5	2
Middlefield, -	1717	205,128	10	138	201	102	152	169	2	17	33	32. 7	65. 7	-	10	6	4
Northampton, -	3750	1,150,167	18	970	1027	778	789	1170	12	24	89	57	146	2	19	6	16
Norwich, -	750	173,064	6	191	161	148	127	215	17	2	22	15	37	-	6	3	2
Pelham, -	956	160,695	7	235	287	180	232	285	14	14	18	15. 14	33. 14	-	7	7	2
Plainfield, -	910	203,390	8	188	244	150	207	237	9	40	22	25	47	-	7	7	2
Prescott, -	780	148,537	5	165	183	123	132	212	6	10	16	14	30	-	5	5	3
South Hadley, -	1458	271,438	8	271	278	203	235	354	7	12	34	30. 21	64. 21	-	9	4	4
Southampton, -	1157	233,845	8	199	262	161	219	274	19	21	32	27	59	-	8	7	9
Ware, -	1890	384,850	15	501	633	356	475	665	6	53	47	40	87	-	14	7	4
Westhampton, -	759	165,057	7	147	179	123	157	181	6	15	25	22	47	-	7	4	4
Williamsburg, -	1309	340,149	9	280	315	224	266	365	1	16	28	29	57	-	10	5	6
Worthington, -	1197	307,851	11	274	312	201	237	331	17	38	53	37	90	-	11	8	3
Total, -	30,897	7,298,351 00	216	6585	7540	5170	6327	8427	235	569	3. 17	3. 03	6. 20	2	210	134	93



## HAMPSHIRE COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised for the support of schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	No. of Academies incorporated.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Income of surplus revenue appropriated to Schools.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.																		
Anherst, -	\$26 37	\$6 25	\$11 64	\$5 04	\$1400 00	-	1	10	55	\$1000 00	9	26.21	221	\$826 30	-	-	221	\$826 30	-	-	-	-
Belchertown, -	21 42	5 71	12 61	5 17	1400	\$225 00	-	-	-	-	1	6	25	200 00	-	-	25	200 00	-	-	-	-
Chesterfield, -	19 25	6 50	11 71	5 75	500	365 00	-	-	-	-	2	3	27	13 00	-	-	27	13 00	\$607 00	\$36 42	-	-
Cummington, -	19 92	6 00	12 00	4 00	600	288 00	-	-	-	-	1	6	23	175 00	-	-	23	175 00	-	-	-	\$150 00
Easthampton, -	20 13	6 00	13 57	6 80	430	255 00	1	11	500	3000 00	3	7	42	120 00	-	-	42	120 00	-	-	-	-
Enfield, -	21 12	5 29	10 07	4 37	700	58 00	-	-	-	-	3	7	42	120 00	-	-	42	120 00	-	-	-	-
Goshen, -	20 00	6 00	11 00	4 00	300	146 00	-	-	-	-	1	4.07	39	234 00	-	-	39	234 00	-	-	-	-
Granby, -	21 17	6 00	11 03	4 82	750	250 50	-	-	-	-	1	1.14	25	12 00	-	-	25	12 00	-	-	-	-
Greenwich, -	21 83	5 00	10 00	4 17	500	100 00	-	-	-	-	1	3	30	95 00	-	-	30	95 00	-	-	-	-
Hadley, -	22 30	6 25	13 26	5 22	1300	70 00	1	10	45	600 00	1	3	30	95 00	-	-	30	95 00	-	-	-	113 74
Hatfield, -	24 80	6 00	12 07	4 80	750	-	-	-	-	-	3	5	43	99 00	-	-	43	99 00	-	-	-	90 00
Middlefield, -	20 44	6 00	11 57	6 00	400	450 00	-	-	-	-	8	16	160	240 00	3003 50	180 21	160	240 00	3003 50	180 21	-	-
Northampton, -	38 17	8 63	12 14	5 05	3819 70	100 00	1	12	45	945 00	2	5	43	70 00	-	-	43	70 00	-	-	-	-
Norwich, -	18 33	6 00	11 58	5 75	350	211 50	-	-	-	-	3	3.14	60	63 00	-	-	60	63 00	-	-	-	-
Pelham, -	20 14	5 00	9 14	3 86	400	65 50	-	-	-	-	1	3	25	75 00	-	-	25	75 00	-	-	-	-
Plainfield, -	21 57	6 00	11 15	5 33	520	300 00	-	-	-	-	1	3	25	75 00	-	-	25	75 00	-	-	-	-
Prescott, -	21 00	6 00	10 56	5 00	250	145 50	-	-	-	-	2	12.14	30	315 00	-	-	30	315 00	-	-	-	150 00
South Hadley, -	24 40	7 20	13 04	5 83	1000	208 75	1	10	190	2280 00	7	15.7	31	242 48	-	-	31	242 48	-	-	-	-
Southampton, -	19 54	6 17	12 28	6 00	400	-	1	9	25	225 00	3	9	79	77 00	-	-	79	77 00	-	-	-	-
Ware, -	53 57	6 85	12 56	4 81	1100	241 00	-	-	-	-	3	9	79	77 00	-	-	79	77 00	-	-	-	-
Westhampton, -	19 25	6 75	10 77	4 64	400	330 00	-	-	-	-	2	9	79	77 00	-	-	79	77 00	-	-	-	-
Williamsburg, -	22 30	6 00	11 28	4 97	700	400 00	-	-	-	-	2	9	79	77 00	-	-	79	77 00	-	-	-	-
Worthington, -	20 67	6 00	12 61	5 86	500	371 34	1	6	33	200 00	2	-	-	14 98	1848 67	110 92	-	14 98	1848 67	110 92	146 98	-
Total, -	23 38	6 16	11 64	5 10	18,469 79	4581 09	7	68	893	8250 00	50	127.21	903	2871 76	5459 17	327 55	903	2871 76	5459 17	327 55	650 72	-

## HAMPDEN COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.		
				In Summer.	In Winter.	In Summer.	In Winter.				Summer, Mos. Days.	Winter, Mos. Days.	Total, Mos. Days.	Male.	Females.	Males, Females.
Blandford, -	1427	\$397,051 00	11	275	301	203	236	395	-	-	46	39	85	-	13	5 7
Brimfield, -	1419	443,410	10	283	411	206	308	411	13	51	33.14	34.07	67.21	-	11	9 2
Chester, -	1692	241,729	15	313	397	242	326	430	15	30	51	50.14	101.14	-	14	6 10
Granville, -	1414	289,889	9	245	328	193	239	410	19	37	41	29.07	70.07	-	9	7 2
Holland, -	423	113,763	4	62	88	45	68	78	3	8	6	12.21	18.21	-	2	3 1
Longmeadow, -	1270	341,713	11	252	331	220	243	334	11	13	40	42	82	-	8	7 5
Ludlow, -	1268	370,099	10	284	382	229	308	370	27	10	34.21	33.21	68.14	-	9	7 3
Monson, -	2151	630,773 86	16	468	602	339	477	605	31	49	54	54	108	-	16	13 3
Montgomery, -	740	96,160	4	71	67	50	46	90	2	2	14	14.14	28.14	-	4	3 2
Palmer, -	2139	695,519	15	583	652	463	511	712	32	23	44	44.21	88.21	-	14	6 9
Russell, -	955	98,390	4	76	107	49	85	89	2	16	13	16.14	39.14	-	4	3 1
Southwick, *	1214	297,411	9	245	284	185	224	360	17	11	41.07	32.14	73.21	-	7	8 1
Springfield, -	10,985	3,610,141 35	39	3132	3155	1980	2250	3328	53	166	208.07	192	400.07	9	45	19 39
Tolland, -	627	167,916	7	121	155	92	122	156	14	5	26.07	24.21	51	-	5	2 6
Wales, -	686	143,295	4	132	105	114	137	179	8	21	13	17	30	-	5	1 5
Westfield, -	3526	899,510	18	721	804	496	614	940	12	18	88.21	68	156.21	-	21	10 10
W. Springfield, -	3626	964,317 50	26	615	749	499	617	906	32	31	106	93.14	199.14	-	24	12 13
Wilbraham, -	1864	387,336	13	340	486	270	381	495	17	29	56.07	48	104.07	-	13	9 4
Total, -	37,366	10,188,423 71	225	8218	9494	5885	7192	10,288	308	520	4.2	3.21	7.25	9	224	130 123

\* No Return. From last year's Abstract.

## HAMPDEN COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Amt of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Blandford, -	\$21 00	\$5 60	\$11 51	\$5 50	\$700 00	-	-	-	-	-	1	4	30	\$100 00	\$2300 00	\$138 00	-
Brimfield, -	20 67	6 09	12 50	5 96	950	\$244 50	-	-	-	-	2	5. 7	60	90 00	-	-	-
Chester, -	21 11	6 00	11 09	5 00	800	405 60	-	-	-	-	5	12	18	180 00	600 00	36 00	-
Granville, -	19 61	4 96	10 10	4 91	600	315 75	-	-	-	-	2	9	66	135 25	-	-	-
Holland, -	19 00	6 00	10 11	4 33	200	68 00	-	-	-	-	-	-	-	-	222 22	13 33	-
Longmeadow, -	23 22	7 33	11 49	5 23	1000	273 34	-	-	-	-	1	11	30	400 00	1131 00	67 86	-
Ludlow, -	20 36	6 29	10 11	4 25	700	3 31	-	-	-	-	-	-	-	-	-	-	-
Monson, -	22 28	6 13	9 49	4 72	1200	435 00	1	10	55	\$850 00	-	-	-	-	-	-	-
Montgomery, -	16 16	6 00	11 00	4 83	200	150 00	-	-	-	-	-	-	-	-	-	-	-
Palmer, -	21 42	5 33	12 32	5 19	1200	122 50	-	-	-	-	6	11. 14	101	102 00	825 00	49 50	-
Russell, -	17 67	6 00	10 66	5 40	250	140 00	-	-	-	-	-	-	-	-	-	-	-
Southwick,* -	18 37	6 00	9 96	5 00	-	424 25	-	-	-	-	1	8. 14	40	312 00	15,618 01	937 08	-
Springfield, -	39 59	9 61	16 63	7 02	12,160	-	-	-	-	-	5	50	192	2400 00	10,416 61	637 00	1061 84
Tolland, -	16 50	4 00	10 55	4 18	250	256 00	-	-	-	-	-	-	-	-	-	-	72 00
Wales, -	17 00	5 00	12 10	4 90	400	-	-	-	-	-	1	6	11	93 50	-	-	-
Westfield, -	19 06	6 10	12 61	5 89	1600	900 00	1	10. 14	100	1300 00	2	9	30	90 00	-	-	-
W. Springfield, -	24 41	7 50	11 27	5 39	1400	824 50	1	9	37	2600 00	3	6. 14	27	101 75	14,647 54	839 10	-
Wilbraham, -	21 72	6 00	11 66	5 00	834	528 44	1	11	216	2600 00	-	-	-	-	934 62	56 08	212 70
Total, -	21 06	6 11	11 39	5 15	24,444 00	5181 19	4	40. 14	408	5010 00	29	132. 21	605	4004 50	46,695 00	2773 95	1346 54

\* No Return. From last year's Abstract.

## FRANKLIN COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Total. Mos. Days.	SUMMER.		WINTER.			
												Males.	Females.	Males.	Females.		
Ashfield, -	1610	\$326,945 00	14	322	435	258	375	446	31	52	43. 7	45	88. 7	-	14	10	5
Barnardston, -	992	210,083	6	208	261	160	227	256	5	22	23.21	19	42.21	-	6	5	1
Buckland, -	1084	159,844	7	182	216	150	185	287	8	16	23. 5	18. 9	41.14	-	8	3	4
Charlemont, -	1127	221,941	9	232	257	172	200	304	14	28	42	21.11	63.11	-	10	3	4
Coleraine, -	1971	420,180	18	447	566	321	441	559	9	54	58. 2	47	105. 2	-	16	10	8
Conway, -	1409	422,558	16	337	363	275	318	416	19	27	57. 7	42	99. 7	-	17	7	9
Deerfield, -	1912	579,020	16	371	474	271	349	550	23	50	56	52.14	108.14	-	14	6	10
Erving, -	309	58,785	2	75	89	59	75	92	4	8	10	5	15	-	2	2	-
Gill, -	798	180,386	6	195	225	156	186	232	6	29	22	18	40	-	6	5	3
Greenfield, -	1756	561,175	10	389	467	298	363	493	7	25	43	41.14	84.14	1	11	4	8
Hawley, -	977	175,187	11	253	323	207	271	282	16	31	31	30.14	61.14	-	10	8	3
Heath, -	895	195,811	9	216	265	181	227	256	16	28	29.14	29.14	59	-	9	6	4
Leverett, -	875	162,473	7	216	286	77	222	287	9	43	21	19	40	-	7	5	2
Leyden, -	632	170,897	5	139	172	111	134	141	5	25	19.14	15.14	35	-	6	4	1
Monroe, -	282	41,750	4	75	72	53	54	91	2	1	10.14	6.14	17	1	3	1	2
Montague, -	1255	231,809	10	273	350	216	288	356	24	41	35	30.14	65.14	-	10	6	4
New Salem, -	1305	262,313	12	304	354	252	299	325	9	32	34.21	31.21	66.14	-	12	8	4
Northfield, -	1673	436,876	14	381	382	289	300	455	13	41	41	35	76	-	14	6	6
Orange, -	1501	289,298	12	388	505	315	440	461	9	41	28	33. 7	61. 7	-	12	7	6
Rowe, -	703	153,424	7	153	193	126	161	184	5	25	22	18	40	-	7	2	5
Shelburne, -	1022	255,944	10	231	312	177	262	310	23	12	44	29.14	73.14	-	10	5	5
Shutesbury, -	987	177,954	10	267	364	203	258	306	23	30	30	27	57	-	10	4	6
Sunderland, -	719	183,279	7	169	212	145	188	188	3	22	22	23	45	-	7	2	5
Warwick, -	1071	260,100	11	258	271	197	223	232	6	33	29.14	28.21	58. 7	-	10	4	6
Wendell, -	875	183,735	11	96	282	81	212	218	14	15	8.14	30	38.14	-	4	1	10
Whately, -	1072	220,927	6	183	258	152	223	285	4	24	22	19	41	-	6	6	1
Total, -	28,812	6,548,634 00	250	6360	7954	4902	6481	8012	307	755	3. 6	2.24	6. 2	2	241	130	122



TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Amt. of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Ashfield, -	\$20 20	\$5 00	\$9 58	\$4 00	\$700 00	\$374 50	-	-	-	\$285 00	-	-	-	-	\$941 50	\$56 49	-
Barnardston, -	22 63	6 00	12 05	5 14	400	287 34	1	8	30	-	-	-	-	-	716 67	43 00	-
Buckland, -	22 67	4 33	10 14	4 04	358 75	175 00	-	-	-	-	-	-	-	-	914 83	54 89	-
Charlepoint, -	17 67	4 33	10 65	4 33	600	109 00	-	-	-	-	1	3	28	\$95 00	800 00	48 00	-
Coleraine, -	19 25	5 95	10 80	4 90	1000	600 00	-	-	-	-	-	-	-	-	-	-	-
Conway, -	18 50	6 00	10 95	5 00	725	642 50	-	-	-	-	4	9.14	50	250 50	-	-	-
Deerfield, -	21 67	7 00	12 67	5 96	1100	200 00	1	10	30	650 00	1	4	10	16 00	-	-	-
Erving, -	22 55	7 00	10 50	4 50	150	44 00	-	-	-	-	-	-	-	-	-	-	\$53 83
Gill, -	22 33	6 00	12 89	6 00	400	240 00	-	-	-	-	-	-	-	-	-	-	-
Greenfield, -	21 07	5 40	13 05	5 95	1200	864 16	1	12	8	250 00	2	12	30	129 00	1083 00	65 00	-
Hawley, -	19 19	5 00	9 59	4 11	500	252 00	-	-	-	-	2	4.14	21	96 00	400 00	24 00	-
Heath, -	19 58	5 00	10 52	4 00	500	264 50	-	-	-	-	-	7	75	110 00	-	-	-
Leverett, -	17 40	4 40	10 10	4 11	358 75	156 75	-	6	60	-	3	6	60	126 00	-	-	-
Leyden, -	21 25	6 00	12 52	6 00	530	230 00	-	-	-	-	-	-	-	-	-	-	-
Monroe, -	16 17	6 00	12 30	6 00	207 83	129 00	-	-	-	-	-	4	85	120 00	320 10	19 20	168 06
Montague, -	22 08	5 83	10 85	4 54	534	324 22	-	-	-	-	2	-	-	-	200 00	12 00	-
New Salem, -	21 81	5 10	10 21	4 54	800	128 50	1	11	53	662 36	4	7.14	76	94 40	400 00	24 00	-
Northfield, -	22 27	7 44	11 58	4 93	1000	80 00	-	-	-	-	2	4.21	52	98 75	-	-	-
Orange, -	20 00	4 88	10 87	4 31	800	8 00	-	-	-	-	-	-	-	-	-	-	-
Rowe, -	22 00	5 50	10 54	3 91	400	81 00	-	-	-	-	-	-	-	-	200 00	12 00	-
Shelburne, -	21 10	6 00	11 74	4 18	700	400 00	-	-	-	-	1	1	30	16 00	-	-	-
Shutesbury, -	18 75	5 00	9 66	4 00	500	169 00	-	-	-	-	1	3	35	113 75	280 00	16 80	-
Sunderland, -	24 50	5 50	11 08	4 44	600	-	-	-	-	-	1	3	40	120 00	-	-	-
Warwick, -	20 00	4 75	10 29	4 64	650	25 00	-	-	-	-	-	-	-	-	-	-	-
Wendell, -	18 00	6 00	10 59	4 28	300	85 00	-	-	-	-	1	1.14	14	13 50	689 00	41 34	-
Whately, -	21 17	5 67	10 50	4 64	500	76 67	-	-	-	-	3	9.14	60	141 00	2500 00	150 00	-
Total, -	20 53	5 58	11 01	4 71	15,514 33	5946 14	5	52	196	3447 36	31	80.07	666	1539 90	9445 10	566 72	221 89

## BERKSHIRE COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools	No. of Scholars of all ages in the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.		
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males, Females.
Adams, - - -	3703	\$773,929 00	19	1011	893	682	621	1389	34	5	88	60	148	1	19	10 9
Alford, - - -	481	93,915	4	115	130	80	85	122	10	8	16.14	12.14	29	-	4	10 4
Becket, - - -	1342	224,160 50	8	209	214	156	167	264	6	37	36	25.17	61.17	-	8	6 6
Cheshire, - -	985	322,385	9	230	222	170	156	249	15	33	29.14	29	58.14	-	8	6 3
Clarksburg, -	370	56,219	5	131	146	70	113	148	7	11	13	14	27	-	4	5 4
Dalton, - - -	1255	270,299	6	242	238	201	191	258	13	9	28	23.14	51.14	-	6	4 4
Egremont, - -	1038	230,858	5	222	250	153	179	257	10	17	23	22	45	-	5	5 4
Florida, - - -	441	64,406 26	6	157	162	115	119	154	5	10	12	15	27	-	6	4 2
Gt. Barrington,	2704	625,125	16	600	566	414	450	801	26	15	87	56	143	-	16	9 8
Hancock, - - -	922	317,950	7	93	179	64	123	243	8	17	13.14	22	35.14	1	2	5 1
Hinsdale, - -	955	231,930	7	239	302	180	231	283	2	30	28	25.14	53.14	-	7	4 3
Lanesborough, -	1140	350,024	8	190	244	135	161	307	15	20	31.14	31	62.14	-	7	8 2
Lee, - - -	2428	474,761	10	475	512	283	318	649	20	16	44	38	82	-	9	7 7
Lenox, - - -	1313	310,978	7	271	322	187	230	334	14	35	28	28	56	-	7	2 1
Mt. Washington,*	438	52,126	3	110	83	55	48	130	6	12	12	5. 7	17. 7	-	4	2 2
New Ashford, -	227	74,993	2	56	57	26	37	47	2	10	8	5	13	-	2	6 6
N. Marlborough,	1682	380,943	14	359	485	241	219	467	10	56	50	50. 7	100. 7	-	10	8 2
Oris, - - -	1177	203,043	10	297	298	229	219	293	18	20	41.21	26	67.21	-	11	7 3
Peru, - - -	576	158,872	7	133	154	116	143	151	13	17	31	22.14	53.14	-	7	5 7
Pittsfield, - -	3747	1,065,008	19	757	850	585	637	1052	21	57	83.21	87.21	171.14	1	16	12 7
Richmond, - -	1097	234,147	6	178	192	105	121	198	11	26	34	26	60	-	8	4 7
Sandisfield, -	1464	374,508	16	347	392	264	299	387	24	34	65.14	48.21	114. 7	-	16	10 7
Savoy, - - -	915	120,311	9	270	298	189	193	287	8	32	28	23	51	-	9	7 1

Sheffield, - - -	2322	631,882	00	13	547	622	385	469	747	16	29	70	57	127	-	13	12	3
Stockbridge, - -	1992	469,427		8	375	438	299	354	571	10	15	37	32	69	-	10	7	3
Tyringham, - -	1477	251,598		13	306	315	220	262	370	28	30	54	37	91	-	15	7	4
Washington, - -	991	133,853		8	243	207	168	149	241	10	17	29	18.14	47.14	-	10	3	3
W. Stockbridge, -	1448	289,313		7	336	344	243	261	375	13	23	31	29	60	-	7	4	3
Williamstown, -	2153	547,740		14	466	532	323	398	693	15	27	60	44.12	104.12	-	14	13	1
Windsor, - - -	897	194,223		10	206	164	156	129	225	5	23	39	19	58	-	10	6	1
Total, - - -	41,680	9,546,926	76276		9171	9811	6494	7171	11,692	395	691	4. 5	3.11	7.16	3	270	193	77

\* No Return. Taken from last year's Abstract.

## BERKSHIRE COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Amt. of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Adams, -	\$19 80	\$6 00	\$13 63	\$6 00	\$1736 25	\$850 00	1	10	60	\$420 00	7	31.14	130	\$521 00	\$3140 50	\$188 43	-
Alford, -	19 25	7 00	11 50	6 00	200	214	-	-	-	-	2	2	40	18 00	140 00	-	-
Becket, -	20 17	6 00	11 73	5 00	711	428	-	-	-	-	1	3	30	90 00	1200 00	72 00	-
Cheshire, -	18 33	6 00	12 29	5 64	600	308	-	-	-	-	2	4	27	90 00	-	-	-
Clarksburg, -	18 70	6 00	11 67	6 00	200	218	-	-	-	-	-	-	-	-	350 00	21 00	-
Dalton, -	22 00	6 50	11 12	5 00	500	330 50	-	-	-	-	-	-	-	-	-	-	-
Egremont, -	22 40	6 80	11 23	5 00	500	281	1	9.21	25	253 50	2	2	20	28 00	-	-	-
Florida, -	16 50	5 00	9 03	4 00	200	128	1	11	60	1100 00	1	10	40	-	188 00	11 28	-
Gt. Barrington, -	20 00	5 89	11 12	4 10	1100	800	-	-	-	-	1	1	40	-	960 71	57 64	-
Hancock, -	18 92	6 00	9 67	5 00	364	340	-	-	-	-	-	-	-	-	200 00	12 00	-
Hinsdale, -	22 75	8 00	14 03	8 00	443	443	-	-	-	-	2	4.21	56	155 00	247 00	14 82	-
Lanesborough, -	17 64	6 00	11 86	6 00	400	582	-	-	-	-	3	30	48	670 00	2570 50	154 23	-
Lee, -	24 43	7 86	13 18	6 00	903 90	400	-	-	-	-	2	20	78	2200 00	1600 00	96 00	-
Lenox, -	21 78	6 00	12 27	6 00	500	130	1	10.14	35	550 00	3	23	40	-	-	-	-
Mt. Washington,*	19 00	6 00	9 33	5 00	162 50	112	-	-	-	-	1	-	1.14	9 00	100 00	6 00	-
New Ashford, -	17 67	6 00	10 00	5 00	75	89	-	-	-	-	1	4	15	80 00	2059 11	123 54	\$204 78
N. Marlborough, -	22 69	7 12	11 48	5 19	760	670	-	-	-	-	1	4	32	187 00	-	-	-
Otis, -	19 43	6 00	10 43	5 00	550	402	-	-	-	-	1	4	18	16 00	370 33	22 22	-
Peru, -	22 86	8 00	11 52	6 20	300	425 50	-	-	-	-	1	4	132	1830 50	2500 00	150 00	-
Puttsfield, -	28 04	7 96	12 41	5 43	2531 02	277 75	-	-	-	-	5	46	18	54 00	-	-	-
Richmond, -	16 87	6 25	11 56	5 40	300	558	-	-	-	-	1	3	18	54 00	-	-	-
Sandisfield, -	19 07	5 42	11 19	5 61	622	163 25	-	-	-	-	1	-	-	-	1201 48	92 98	242 10
Savoy, -	18 71	6 00	11 42	5 00	358 75	322	-	-	-	-	3	4.14	20	35 00	1206 98	76 01	-



Sheffield, - -	22 79	8 00	13 00	6 00	1800 00	200 00	1	10	25	400 00	2	20	37	788 00	4100 00	246 00	-
Stockbridge, -	21 81	6 00	13 08	5 00	1000	337	1	11	279	1096 29	2	54	25	570 00	-	-	-
Tyringham, -	18 86	7 28	10 51	5 05	500	650	-	-	-	-	2	3	14	10 00	2787 50	167 25	-
Washington, -	17 67	6 00	11 88	6 00	400	337	-	-	-	-	1	1	33	8 00	-	-	-
W. Stockbridge	21 87	6 75	12 10	5 20	500	200	-	-	-	-	1	5.11	20	100 00	-	140 00	-
Williamstown,	19 08	5 77	10 70	4 87	900	475	1	9	25	175 00	2	13.7	84	851 00	1050 00	63 00	-
Windsor, - -	17 83	6 00	10 67	5 00	400	196	-	-	-	-	-	-	-	-	600 00	36 00	-
Total, - -	20 23	6 45	11 52	5 42	19,164 42	10,837 00	7	71.7	509	3394 74	48	294.21	374	8370 50	26,722 11	1610 40	586 88

\* No Return. Taken from last year's Abstract.

## NORFOLK COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer, Mos. Days.	Winter, Mos. Days.	Total, Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.	Males.	Females.
Bellingham,	1055	\$272,850 00	9	225	310	188	263	273	17	32	21.14	26.14	48	-	8	6	3
Braintree,	2168	531,786	11	531	542	367	413	655	17	6	52	43	95	-	11	8	3
Brookline,	1365	743,963	6	239	274	175	207	343	4	16	36	36	72	2	5	2	5
Canton,	1395	562,038	8	473	455	341	349	548	20	10	35	31.21	66.21	-	8	4	4
Cohasset,	1471	306,717	7	293	428	219	342	394	-	27	31	32	63	-	5	5	3
Dedham,	3290	1,218,548	16	767	861	621	696	822	22	44	78.14	77.14	156	3	13	11	6
Dorchester,	4875	1,691,245	17	1215	1279	662	853	1409	110	25	98	100	198	6	11	7	11
Dover,	520	192,309	4	79	106	64	91	120	8	1	13	14.14	27.14	-	4	2	2
Foxborough,	1298	260,578	8	353	402	287	329	404	8	11	25	26	51	-	8	4	4
Franklin,	1717	417,078	11	314	433	252	330	452	14	16	31	36	67	-	9	8	3
Medfield,	883	229,174	4	157	192	135	153	174	11	9	10.21	15.21	26.14	-	3	3	1
Medway,	2043	492,325	10	411	501	351	421	510	32	32	34	34	68	-	9	7	3
Milton,	1822	663,247	6	396	344	255	239	458	11	16	38	26	64	2	4	4	2
Needham,	1488	383,056	6	336	368	242	277	419	7	10	26	30.14	56.14	-	6	3	5
Quincy,	3486	912,105	13	1080	1131	679	699	1063	6	10	78.21	68	146.21	5	8	6	7
Randolph,	3213	787,015	12	840	588	622	497	1002	69	24	61	44	105	1	11	9	3
Roxbury,	9089	3,257,503	29	2249	2321	1922	1982	2809	-	12	157	171	328	7	43	8	43
Sharon,	1076	310,461	5	193	243	151	192	230	9	17	20.7	17.7	37.14	-	5	4	1
Stoughton,	2142	389,888	11	622	645	435	502	682	39	23	40	32	72	1	10	6	5
Walpole,	1491	398,479	6	327	383	276	329	403	12	8	26	23.14	49.14	-	6	5	1
Weymouth,	3738	868,081	16	953	1043	664	753	1121	50	47	90	55	145	-	16	9	9
Wrentham,	2915	634,091	19	695	791	527	646	795	32	75	62.14	65.14	128	-	19	12	8
Total,	53,140	15,522,527 00	234	12,778	13,640	9435	10,563	15,086	498	471	4.16	4.8	8.24	27	222	133	132

## NORFOLK COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academics.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academics, Private Schools and Schools kept to prolong Comm. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Amt of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Bellingham,	\$23 75	\$6 51	\$14 95	\$5 92	\$700 00	\$30 00	-	-	-	-	-	29	125	\$140 00	\$418 16	\$25 09	\$140 63
Brantree,	28 56	8 75	16 61	5 81	2000	-	-	-	-	-	-	35	35	532 00	5000 00	200 00	-
Brookline,	57 30	14 00	17 66	8 00	2500	-	-	-	-	-	-	9	15	225 00	-	-	-
Canton,	30 87	8 50	15 33	5 58	1600	-	-	-	-	-	-	12	45	305 50	-	-	-
Cohasset,	30 60	9 60	11 51	6 31	1200	-	-	-	-	-	-	10	12	200 00	440 00	26 40	-
Dedham,	28 70	9 93	14 05	6 25	3700	120 00	-	-	-	-	-	10	168	4010 13	3065 62	192 90	-
Dorchester,	47 15	12 97	16 25	7 38	6333 80	-	-	-	-	-	-	2	27	14 00	-	-	52 50
Dover,	24 00	8 00	13 50	6 17	500	-	-	-	-	-	-	3	133	98 75	-	-	-
Foxborough,	27 25	7 75	15 48	6 17	1000	-	-	-	-	-	-	3	45	175 00	-	-	-
Franklin,	24 87	6 83	13 60	5 29	1200	-	-	-	-	-	-	4	35	52 00	3770 50	226 23	-
Medfield,	33 00	8 67	15 67	6 17	400	-	-	-	-	-	-	13	20	260 00	200 00	12 00	-
Medway,	33 67	7 86	14 06	5 33	1500	-	-	-	-	-	-	6	20	120 00	1500 00	90 00	-
Milton,	35 17	10 17	18 50	8 00	1787 79	-	1	11	20	\$500 00	-	12	20	400 00	1250 00	75 00	-
Needham,	33 00	9 29	16 00	5 91	1110	-	-	-	-	-	-	54	84	955 00	1250 00	75 00	-
Quincy,	34 55	10 32	12 43	5 26	3300	-	-	-	-	-	-	41	148	284 25	-	-	-
Randolph,	68 36	17 36	14 75	5 82	2000	-	1	6	30	187 75	28	336	560	13,750 00	56,782 94	3406 97	-
Roxbury,	71 89	15 50	19 09	8 00	13,698 45	-	-	-	-	-	-	-	-	-	2710 00	102 60	130 20
Sharon,	34 16	8 16	14 67	6 17	600	-	-	-	-	-	-	22	101	457 25	-	-	180 00
Stoughton,	29 36	8 21	15 62	5 42	1200	-	-	-	-	-	-	-	-	-	7139 65	421 00	-
Walpole,	33 80	8 80	16 55	6 72	1300	-	-	-	-	-	-	29	143	514 00	2001 70	120 12	-
Weymouth,	36 17	9 39	15 80	5 62	2500	-	-	-	-	-	-	5	55	450 00	-	-	-
Wrentham,	25 92	5 79	14 72	4 78	2000	-	-	-	-	-	-	-	-	-	-	-	341 84
Total,	36 00	9 65	15 31	6 19	52,130 04	140 00	2	17	50	687 75	85	731	7 1771	24,242 88	84,278 57	4898 31	845 17

## BRISTOL COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.		Males.
Attleborough, -	3585	\$800,684 00	26	84	885	59	717	932	12	71	12	80.14	92.14	-	2	14	11
Berkley, -	886	170,514 34	7	80	268	56	208	227	11	38	5	28	33	-	2	3	5
Dartmouth, -	4135	1,043,713 50	25	829	953	564	681	1138	29	83	110	106.7	216.7	-	25	22	3
Dighton, -	1378	348,087	8	164	377	115	279	364	8	36	17	37	54	-	6	11	-
Easton, -	2074	421,385	10	474	555	378	441	593	17	28	36.5	33.5	69.10	-	9	6	4
Fairhaven, -	3951	1,547,771 30	23	884	998	657	743	1228	29	65	111.9	112.2	223.11	3	23	14	12
Fall River, -	6738	2,552,121	23	2372	2398	1155	1201	2611	-	40	111	120	231	2	28	8	24
Free-town, -	1772	387,783 50	11	278	415	195	318	480	-	31	34	33	67	1	7	8	2
Mansfield, -	1382	295,270	8	271	344	221	234	387	8	10	19	23	42	-	6	7	1
New Bedford, -	12,087	6,141,320	28	2593	2667	1874	1898	3325	-	73	168	168	336	5	48	5	48
Norton, -	1545	578,670	8	330	427	230	326	443	7	43	23.7	23.14	46.21	-	8	7	2
Pawtucket, -	2184	530,689	8	659	656	482	481	885	12	23	38	38	76	2	10	2	10
Raynham, -	1329	264,412	7	338	392	232	297	383	13	47	22	22	44	-	7	5	2
Reluboth, -	2169	482,013	14	343	502	256	383	520	23	76	40.14	34.14	75	-	12	12	2
Seekonk, -	1996	401,433	14	424	487	299	346	512	28	31	47	45	92	-	12	9	4
Somerset, -	1005	231,952	5	122	264	98	195	248	-	16	15	20	35	1	2	5	6
Swansey, -	1484	359,889	11	94	376	64	284	329	1	38	10	30.7	40.7	-	3	7	3
Taunton, -	7645	2,260,401 80	26	1651	1697	1096	971	2265	36	95	102	99	201	2	28	24	7
Westport, -	2820	638,335 40	20	501	734	440	537	900	27	20	76	67	143	1	17	18	2
Total, -	60,165	19,493,685 84 282	12,491	15,395	8471	10,540	17,770	804	261	864	3.15	3.27	7.14	17	255	187	148



## BRISTOL COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of School-ats.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of School-ats.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Attleborough, -	\$24 89	\$7 21	\$19 13	\$6 56	\$2114 11	\$145 00	-	-	-	-	24	78	435	\$550 00	\$11,900 00	\$54 00	-
Berkley, -	26 50	7 67	12 07	5 00	500	82 00	-	-	-	-	5	16	102	235 00	-	-	-
Dartmouth, -	21 71	7 14	13 76	5 32	2300	1381 00	-	-	-	-	35	46	880	971 00	-	-	-
Dighton, -	26 00	7 82	13 00	5 50	1000	276 17	-	-	-	-	7	22	152	148 88	-	-	\$150 00
Easton, -	27 83	6 83	15 32	5 09	1200	-	-	-	-	-	4	8.14	165	199 04	-	-	-
Fairhaven, -	29 88	8 76	13 17	5 11	4500	110 00	-	-	-	-	12	69.21	271	2635 80	-	-	-
Fall River, -	42 74	9 50	16 38	5 88	7500	-	-	-	-	-	8	76	231	2905 00	-	-	-
Fretown, -	24 92	7 31	11 87	4 44	1000	-	-	-	-	-	4	11	56	90 00	-	-	-
Mansfield, -	26 36	6 64	12 17	5 13	774	-	-	-	-	-	3	16	100	490 00	1000 00	55 00	-
New Bedford, -	66 66	16 40	17 67	7 31	15,300	-	1	11	55	\$1760 00	26	240	616	6024 06	-	-	-
Norton, -	25 14	7 00	13 60	4 88	800	-	1	10	30	850 00	5	12.14	120	305 00	-	-	-
Pawtucket, -	46 25	9 00	14 60	6 00	9200	-	-	-	-	-	2	11	70	275 00	-	-	-
Raynham, -	28 00	7 80	12 10	4 69	800	-	-	-	-	-	3	7.14	53	45 00	-	-	-
Rehoboth, -	23 18	7 06	13 05	5 43	900	309 00	-	-	-	-	2	3.14	32	39 00	230 00	13 80	146 75
Seekonk, -	25 89	8 00	13 00	4 75	1100	75	-	-	-	-	-	-	-	-	1972 00	118 31	223 00
Somerset, -	29 00	8 67	14 50	5 50	600	50	-	-	-	-	-	-	-	-	-	-	-
Swansey, -	24 71	7 29	12 12	5 51	620	183 98	-	-	-	-	5	14	136	432 09	-	-	-
Taunton, -	29 30	8 05	12 56	4 74	5000	40 00	1	12	93	1400 00	12	101	289	1975 00	-	-	-
Westport, -	24 50	7 11	11 79	4 42	1784 18	900 00	-	-	-	-	-	-	-	-	-	-	-
Total, -	30 18	8 18	13 78	5 33	49,992 29	3552 15	3	33	178	4010 00	164	749.7	3763	18,079 87	15,102 00	241 11	519 75

## PLYMOUTH COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 14 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Summer.	Winter.
Abington, - -	3214	\$491,876 00	12	865	790	626	661	1068	38	33	77	33.21	110.21	1	12	9	4
Bridgewater, -	2131	528,600	13	447	500	319	358	560	33	34	55.14	41	96.14	-	13	10	3
Carver, - -	995	192,694	7	252	228	192	175	301	8	4	30	14.14	44.14	-	7	4	1
Duxbury, - -	2798	713,667	12	508	587	384	466	620	9	26	55.14	43.21	99.7	-	12	8	5
E. Bridgewater,	1950	343,493	9	444	472	366	371	533	28	8	33	22.9	55.9	-	9	8	1
Halifax, - -	734	150,133	5	142	173	117	135	163	7	11	13	13	26	-	5	4	1
Hanover, - -	1488	321,187	8	360	359	280	263	436	10	6	40.14	23.7	63.21	-	8	7	1
Hanson, - -	1040	234,420	9	255	205	157	126	303	15	12	36	16.12	52.12	-	9	3	2
Hingham, - -	3564	812,613	10	626	609	427	431	858	-	2	62	54	116	4	6	5	4
Hull, - -	231	58,124	1	48	42	38	34	46	5	-	3	3.7	6.7	-	1	1	-
Kingston, - -	1440	398,488	7	302	347	250	291	338	16	26	33	29	62	-	8	6	1
Marshfield, - -	1761	448,473	9	378	460	292	385	474	23	32	36	34	70	-	8	7	2
Middleborough,	5085	1,012,357	38	1090	1155	862	870	1364	43	88	145	115	260	1	37	25	10
N. Bridgewater,	2616	423,514	13	585	645	446	518	790	20	50	57	44.21	101.21	-	13	10	3
Pembroke, - -	1258	302,260	8	278	293	211	229	341	16	18	38	29.14	67.14	-	8	5	3
Plymouth, - -	5281	1,538,880	37	1335	1323	964	1003	1524	28	42	190	160.14	350.14	4	32	12	25
Plympton, - -	834	174,124	6	192	227	150	171	219	8	13	23	19	42	-	6	5	1
Rochester, - -	3864	750,693	24	304	930	243	770	1066	30	118	24.14	80	104.14	-	9	16	9
Scituate, - -	3886	899,380	21	810	935	604	763	1005	22	52	115.7	69.7	184.14	-	21	13	8
Wareham, - -	2002	518,290	12	538	538	392	440	740	7	20	47.7	33	80.7	-	12	7	5
W. Bridgewater,	1201	291,453	7	284	319	179	227	321	4	40	23	17	40	-	6	4	2
Total, - -	47,373	10,694,719 00	208	10,043	11,137	7499	8687	13,230	370	635	4.7	3.10	7.17	10	242	169	91

## PLYMOUTH COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Amt of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Abington, -	\$35 60	\$8 80	\$16 06	\$5 90	\$2500 00	-	1	11	30	\$453 90	7	40.14	175	\$667 00	-	-	-
Bridgewater, -	25 20	6 10	12 72	5 27	1600	-	-	10.14	40	150 00	1	5	40	150 00	\$300 00	\$18 00	-
Carver, -	27 25	6 75	10 61	4 52	430	\$250 00	1	-	30	80 00	3	7	19	30 00	-	-	-
Duxbury, -	32 56	9 37	13 76	5 37	1700	25 0	1	10	50	800 00	4	12	30	350 00	-	-	\$232 00
E. Bridgewater, -	31 12	7 75	13 97	5 37	1200	-	-	-	-	-	3	5.14	112	344 50	70 00	4 20	-
Halifax, -	26 25	6 50	11 22	4 38	500	16 00	-	-	30	400 00	3	8.14	65	85 00	-	-	-
Hanover, -	27 09	6 24	12 44	3 89	1000	20 00	1	12	30	-	-	-	-	-	-	-	-
Hanson, -	23 67	5 33	10 45	3 55	700	22 00	-	-	93	1200 00	2	22	46	256 50	9416	17 504 97	-
Hingham, -	29 17	11 00	13 80	4 90	2585 40	-	1	12	-	-	-	-	-	-	-	-	-
Hull, -	28 00	10 00	12 00	6 00	125	15 00	-	-	-	-	3	13	82	354 00	-	-	99 71
Kingston, -	33 25	8 17	13 96	4 96	1300	-	-	-	-	-	6	6	20	55 00	-	-	400 00
Marshfield, -	26 71	6 35	11 86	3 96	1100	-	-	-	-	-	-	-	-	-	-	-	-
Middleborough, -	24 19	5 42	11 71	4 66	3125	770 00	-	-	35	500 00	7	36.21	146	292 30	295 60	17 73	276 20
N. Bridgewater, -	30 43	7 23	12 87	4 73	1630	-	1	12	-	-	2	10.14	33	135 00	-	-	-
Pembroke, -	25 27	6 66	11 12	3 85	1000	-	-	-	-	-	9	104	150	1818 00	-	-	-
Plymouth, -	33 60	8 12	17 22	6 32	6000	708 00	-	-	-	-	1	1.7	20	16 00	-	-	-
Plympton, -	25 60	8 00	9 19	3 57	500	153 25	-	-	-	-	15	84	340	1813	-	-	-
Rochester, -	27 28	7 91	12 85	4 61	2000	96 75	-	-	-	-	5	3	30	167 00	-	-	-
Scituate, -	30 08	8 36	12 12	4 02	3000	-	-	-	-	-	-	-	269	300 00	-	-	-
Wareham, -	29 59	9 00	13 09	5 35	1200	50 00	-	-	-	-	2	4.14	95	127 75	-	-	-
W. Bridgewater, -	27 75	6 25	13 11	4 48	800	-	-	-	-	-	-	-	-	-	-	-	-
Total, -	28 56	7 59	12 67	4 74	33,995 40	2126 00	5	57	238	3353 90	74	374	1720	7046 05	10,081 77	604 90	1007 91

## BARNSTABLE COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer, Mos. Days.	Winter, Mos. Days.	Total, Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.		Males.
Barnstable, -	4301	\$785,856 00	21	264	1271	276	996	1265	15	109	42	57.14	99.14	-	9	16	9
Brewster, -	1522	211,275	6	264	362	185	288	436	12	25	34.7	19	53.7	-	6	4	2
Chatham, -	2334	285,962	12	504	620	393	507	615	34	78	74	36.17	110.17	-	12	12	-
Dennis, -	2912	423,279	14	653	669	464	506	855	-	-	95	42	137	-	14	10	4
Eastham, -	955	127,764	5	198	307	151	250	230	11	65	22.7	17.4	39.11	-	5	4	1
Falmouth, -	2589	682,998	19	508	604	411	475	716	20	75	76.14	53.14	130	1	17	13	6
Harwich, -	2930	238,932	16	704	927	435	608	969	52	67	72.7	44	116.7	-	15	15	2
Orleans, -	1974	173,335	10	441	589	320	440	540	38	86	48	31.7	79.7	-	9	7	3
Provincetown, -	2122	423,050	8	477	570	386	475	609	-	74	15	13.14	28.14	-	11	4	9
Sandwich, -	3719	788,723	23	369	957	309	773	1185	5	78	46	83	129	-	10	16	7
Truro, -	1920	130,491	11	430	519	341	431	640	-	146	46	24.14	70.14	-	12	9	3
Wellfleet, -	2377	150,552	10	538	721	417	561	698	16	102	52	30	82	-	12	12	2
Yarmouth, -	2554	465,466	13	456	519	348	417	666	20	60	56.7	33.14	89.21	-	12	10	2
Total, -	*32,239	4,896,683 00	168	5806	7735	4436	6727	9424	223	965	4.1	2.25	6.26	1	144	132	50

\* Including the District of Marshpee, with a population of 309.



## BARNSTABLE COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.												
Barnstable, -	\$34 50	\$8 09	\$14 19	\$4 82	\$3158 88	-	-	-	-	-	18	51	357	\$490 00	-	-
Brewster, -	30 00	7 50	12 00	4 00	800	\$60 00	-	-	-	-	1	12	30	500 00	-	-
Chatham, -	30 03	7 14	11 24	4 00	1500	500 00	-	-	-	-	-	-	-	-	-	-
Dennis, -	22 05	6 20	10 78	3 92	1200	-	-	-	-	-	13	52	437	1980 00	-	-
Eastham, -	27 25	7 00	11 80	3 10	460	154 00	-	-	-	-	1	4	112	40 00	-	-
Falmouth, -	27 89	7 68	12 29	4 88	1200	457 22	1	12	42	\$668 00	8	16	144	204 00	-	\$300 00
Harwich, -	27 12	7 27	10 10	4 76	1500	-	1	10	40	560 00	1	10	25	300 00	-	-
Orleans, -	25 84	5 96	9 86	2 77	1000	-	-	-	-	-	5	33	195	1070 00	-	-
Provincetown, -	37 50	10 00	13 20	12 00	1500	-	-	-	-	-	10	56.14	195	416 25	-	360 00
Sandwich, -	31 34	8 12	14 90	5 84	2208	-	1	12	25	400 00	-	-	-	-	-	-
Truro, -	26 33	6 66	11 40	3 53	840	-	1	12	40	-	-	5	30	100 00	-	70 00
Wellfleet, -	33 00	8 08	12 50	4 78	1030	696 00	-	10	22	250 00	12	50	250	1000 00	-	-
Yarmouth, -	28 20	7 00	11 79	4 57	1500	150 00	1	10	22	-	-	-	-	-	-	-
Total, -	29 31	7 44	12 05	4 84	17,866 88	2017 22	5	56	169	1878 00	79	309.14	2072	6260 25	-	790 00

## DUKES COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.	Males.	Females.
Chilmark, -	702	\$263,123 00	4	48	132	37	103	119	4	17	6.14	8	14.14	3	2	1	-
Edgartown, -	1736	480,607 00	8	344	205	261	141	469	5	13	31	14	45	1	9	4	3
Tisbury, -	1520	330,613 00	7	138	332	106	257	485	25	20	15.14	14	29.14	3	2	4	4
Total, -	3958	1,107,343 00	19	530	670	404	501	1123	34	50	2.22	1.25	4.19	7	13	9	7

## NANTUCKET COUNTY.

Nantucket, -	9012	\$3,074,374 00	15	1319	1327	1122	1093	1837	-	12	90	90	180	6	27	6	27
											av. 6	av. 6	av. 12				

## DUKES COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academics.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated and Private Schools and Schools kept to prolong Term, Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated and Private Schools and Schools kept to prolong Term, Schools.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.												
Chilmark, -	\$32 50	\$8 00	\$14 50	\$4 00	\$400 00	\$28 00	-	-	-	-	2	5	40	\$50 00		-
Edgartown, -	50 00	5 60	17 58	4 50	1200 00		1	7	25	\$200 00	6	32	93	472 00		-
Tisbury, -	26 71	6 14	12 50	4 16	900 00	-	1	11	60	240 00	8	48	200	816 00		-
Total, -	29 74	6 58	14 86	4 22	2500 00	28 00	2	18	85	440 00	16	85	333	1338 00		-

## NANTUCKET COUNTY—Continued.

Nantucket, -	\$54 17	\$11 33	\$16 40	\$8 00	\$9633 83	-	-	-	-	-	9	108	303	\$4044 00		-
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## RECAPITULATION.

COUNTIES.	Number of towns which have made returns.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the counties.	No. of persons under 4 years of age who attend School.	No. who attend School over 16 years of age	Average length of the term of Schools.		No. of Teachers, including Summer and Winter terms.		MALES.	
					In Summer.	In Winter.	In Summer.	In Winter.				Mos.	Days.	Males.	Females.	Average wages paid per month including value of board.	Average value of board.
Suffolk, -	3	95,773	\$110,000,000 00	176	18,491	18,514	14,090	14,067	26,805	-	64	11.22	120	450	\$69 57	\$12 33	
Essex, -	28	94,987	31,110,204 00	345	20,764	20,131	15,925	15,912	28,480	363	937	9. 4	266	493	32 36	8 41	
Middlesex, -	47	106,611	37,592,082 00	469	26,528	28,242	20,239	22,414	30,291	656	1584	8. 2	327	739	33 41	8 77	
Worcester, -	56	95,313	29,804,316 00	595	21,868	27,186	17,367	22,220	27,364	1132	2495	5.24	417	808	25 99	6 65	
Hampshire, -	23	30,897	7,298,351 00	216	6,585	7,540	5,170	6,087	8,427	235	569	6.20	136	303	23 38	6 16	
Hampden, -	17	37,366	10,188,423 71	225	8,218	9,494	5,885	7,192	10,288	308	520	7.25	139	347	21 06	6 11	
Franklin, -	26	28,812	6,548,694 00	250	6,360	7,954	4,902	6,481	8,012	307	755	6. 2	132	363	20 53	5 58	
Berkshire, -	29	41,680	9,546,926 76	276	9,171	9,811	6,494	7,171	11,692	395	691	7. 16	196	347	20 23	6 45	
Norfolk, -	22	53,140	15,522,527 00	234	12,778	13,640	9,435	10,563	15,086	498	471	8.24	160	354	36 00	9 65	
Bristol, -	19	60,165	19,493,685 84	282	12,491	15,395	8,471	10,540	17,770	261	864	7. 14	204	403	30 18	8 18	
Plymouth, -	21	47,373	10,634,719 00	268	10,043	11,137	7,499	8,687	13,230	370	635	7. 17	179	333	28 56	7 59	
Barnstable, -	13	32,548	4,896,683 00	168	5,806	7,735	4,436	6,227	9,424	223	965	6.26	133	194	29 31	7 44	
Dukes County, -	3	3,958	1,107,343 00	19	530	670	404	501	1,123	34	50	4. 19	16	20	29 74	6 58	
Nantucket, -	1	9,012	6,074,374 00	15	1,319	1,327	1,122	1,093	1,837	-	12	12	12	54	54 17	11 33	
Total, -	308	737,700	299,878,329 31	3538	160,952	178,776	121,439	139,655	209,919	4782	10,612	7.25	2437	5238	32 46	7 95	



# RECAPITULATION.

AXXX

## RECAPITULATION—Continued.

COUNTIES.	FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Schools.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Schools.	Aggregate paid for tuition.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.												
Suffolk, - - -	\$20 35	\$7 83	\$160,996 99	-	-	9 97.14	577	\$10,358 00	117	1389	3268	\$105,569 00	\$2,000 00	-
Essex, - - -	13 07	5 20	73,266 51	-	12	125.14	569	12,095 24	179	1541.21	4184	28,283 57	81,514 64	4473 87 1074 39
Middlesex, - -	13 84	5 68	116,476 36	\$275 50	6	101	348	6,735 00	125	738.7	2654	22,288 34	15,217 77	904 67 541 14
Worcester, - -	12 51	5 08	68,119 73	1038 63	6	101	348	6,735 00	144	487	3569	13,817 50	11,418 57	685 14 714 31
Hampshire, - -	11 64	5 10	18,469 79	4581 09	7	68	893	8,250 00	50	127.21	903	2,871 76	5,459 17	327 55 650 72
Hampden, - -	11 39	5 15	24,444 00	5181 19	4	40.14	408	5,010 00	29	132.21	605	4,604 50	46,635 00	2773 95 1346 54
Franklin, - -	11 01	4 71	15,514 33	5946 14	5	52	196	3,447 36	31	80.7	666	1,539 90	9,445 10	566 72 921 89
Berkshire, - -	11 52	5 42	19,464 42	10,837 00	7	71.7	509	3,994 79	48	294.21	974	8,370 50	26,722 11	1610 40 586 88
Norfolk, - - -	15 31	6 19	52,130 04	140 00	2	17	50	687 75	85	731.7	1771	24,242 88	84,278 57	4898 31 845 17
Bristol, - - -	5 33	5 33	49,992 29	3552 15	3	33	178	4,010 00	164	749.7	3763	18,079 87	15,102 00	241 11 519 75
Plymouth, - -	12 67	4 74	33,995 40	2126 00	5	57	238	3,353 90	74	374	1720	7,046 05	10,081 77	604 90 1007 91
Barnstable, - -	12 05	4 84	17,866 88	2017 22	5	56	169	1,878 00	79	309.14	2072	6,260 25	-	-
Dukes County, -	14 86	4 22	2,500 00	28 00	2	18	85	440 00	16	85	333	1,338 00	-	-
Nantucket, - -	16 40	8 00	9,633 83	-	-	-	-	-	9	108	303	4,044 00	-	-
Total, - - -	13 60	5 53	662,870 57	35,722 92	67	736.21	4220	60,260 04	1150	7148.14	26,785	247,756 12	313,934 70	17,536 62 8298 70

## A GRADUATED TABLE, &c.

In preparing the following Table, the Income of the Surplus Revenue, whenever appropriated for the support of the Public Schools, has been added to the amount of money granted by the town and raised by a direct tax;—the former being as really a contribution as the latter, for the education of the children, and, like the latter, being expended for the benefit of all.

The amount voluntarily contributed for board and fuel is not included in the estimate. The considerations pertaining to this item fall under a different head. These contributions depend upon the will of the inhabitants of the several districts; and, of course, they fluctuate with that will. While, in some districts, much may be contributed,—in others, there will be little; and, in others, nothing. So, too, these contributions vary greatly, from year to year, in the same district. Now, as it is obvious that the only *sure* and *permanent* reliance of *all* the children in the town, for an education, is upon the town appropriations, it follows, that those modes of sustaining the schools which do not combine *permanence* and *universality of advantages*, are greatly inferior in value. Still, however, such voluntary contributions modify the town's apparent liberality; and they are therefore exhibited in the Table. They show what amount of money was expended, *in the town*, for Public Schools; but they do not show whether the children of all, or of only a few of the districts, participated in its benefits.

Neither is the Income from Local Funds included in the estimate. These are usually the proceeds of donations which were not made for the purpose of relieving the towns from a pecuniary burden, but for the purpose of increasing the educational advantages of the children;—not to be subtracted from, but added to, what the towns would otherwise grant. No mention, therefore, is made, in this connection, of the Income from Local Funds.

Against the name of each town, at its left hand, is set, not only the No. which indicates its relative liberality, as compared with other towns in the State, in raising money for the support of schools *for the year* 1846-7, but also the No. which indicated its relative standing for the preceding year,—that of 1845-6. It may thus be seen at a glance, in regard to any town, whether it has risen or fallen in the scale of merit, since the last year. For instance, Brookline, which was No. 1 last year, is No. 1 this year; and Boston, which was No. 6 last year, is No. 2 this year; and so of the rest.

## A GRADUATED TABLE,

*Showing the comparative amount of money appropriated, by the different towns in the State, for the education of each child in the town, between the ages of 4 and 16 years.*

For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE,	\$7 29	\$2,500 00	-	-	343	-
6	2	Boston, - - -	6 01	154,596 99	-	-	25,731	-
4	3	Medford, - - -	5 93	3,400	-	-	573	-
	4	N. Chelsea,*	5 79	1,100	-	-	190	-
10	5	Brighton, - -	5 46	2,300	-	-	421	-
5	6	Chelsea, - - -	5 40	5,300	-	-	974	-
2	7	Nantucket, - -	5 24	9633 83	-	-	1837	-
9	8	Lowell, - - -	5 17	27,300	-	-	5280	-
3	9	Watertown, - -	5 11	2,500	-	-	489	-
8	10	Somerville, - -	5 05	2,650	-	-	525	-
11	11	Roxbury, - - -	4 88	13,698 45	-	-	2809	-
17	12	Cambridge, - -	4 86	14,700	-	-	3015	-
20	13	W. Cambridge,	4 76	1,925	-	-	404	-
7	14	Charlestown, -	4 62	15,500	-	-	3356	-
15	15	Dover, - - -	4 60	500	\$52 50	\$552 50	120	-
18	16	N. Bedford, - -	4 60	15,300	-	-	3325	-
12	17	Dedham, - - -	4 50	3,700	-	-	822	-
16	18	Dorchester, - -	4 50	6,333 80	-	-	1409	-
21	19	Boxborough, - -	4 49	400	-	-	89	-
14	20	N. Braintree, -	4 40	800	-	-	182	\$33 00
19	21	Worcester, - -	4 35	12,100	-	-	2783	-
22	22	S. Reading, - -	4 11	1,660	-	-	404	-
39	23	Lexington, - -	4 10	1,600	-	-	390	-
35	24	Hatfield, - - -	4 07	750	113 74	863 74	212	-
32	25	Carlisle, - - -	4 03	500	-	-	124	-
31	26	Springfield, -	3 97	12,160	1061 84	13,221 84	3328	-
24	27	Plymouth, - - -	3 94	6,000	-	-	1524	708 00
13	28	Milton, - - -	3 90	1,787 79	-	-	458	-
23	29	Weston, - - -	3 89	1,050	-	-	270	-
51	30	Billerica, - - -	3 86	1,200	-	-	311	-
29	31	Kingston, - - -	3 85	1,300	-	-	338	-
43	32	Wayland, - - -	3 81	900	-	-	236	-
27	33	Concord, - - -	3 77	2,000	-	-	530	-
153	34	Leyden, - - -	3 76	530	-	-	141	230 00
72	35	Bedford, - - -	3 75	800	-	-	213	-
30	36	Salem, - - -	3 72	15,590 01	-	-	4187	-
34	37	Lincoln, - - -	3 72	570	88 50	658 50	177	-
49	38	Fairhaven, - -	3 66	4,500	-	-	1228	110 00
26	39	Waltham, - - -	3 63	2,650	-	-	731	-
40	40	Sherburne, - -	3 56	925	-	-	260	-
68	41	Littleton, - - -	3 54	900	-	-	254	-
28	42	Newton, - - -	3 46	3,125	-	-	902	116 00
33	43	Newburyport, -	3 46	7,100	-	-	2052	-
45	44	Tyngsborough,	3 33	700	-	-	210	28 25

\* A newly incorporated town.

## GRADUATED TABLE.

For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
53	45	Danvers, - -	\$3 32	\$5139 00	\$553 20	\$5692 20	1713	-
44	46	Bolton, - - -	3 29	981 75	-	-	299	-
	47	Ashland,* - -	3 28	950 00	-	-	290	-
25	48	Northampton, -	3 26	3819 79	-	-	1170	\$100 00
57	49	Walpole, - - -	3 23	1300	-	-	403	-
81	50	Malden, - - -	3 21	2500	-	-	779	-
67	51	Sunderland, - -	3 19	600	-	-	188	-
138	52	Dighton, - - -	3 19	1000	150 00	1150 00	364	276 17
60	53	Dudley, - - -	3 18	1000	-	-	314	45 00
50	54	Sharon, - - -	3 17	600	130 20	730 20	230	-
47	55	Tewksbury, - -	3 13	700	-	-	224	-
56	56	Quincy, - - -	3 10	3300	-	-	1063	-
76	57	Haverhill, - -	3 09	3500	521 19	4021 19	1302	-
71	58	Bellingham, - -	3 08	700	140 63	840 63	273	-
37	59	Halifax, - - -	3 07	500	-	-	163	16 00
61	60	Braintree, - -	3 05	2000	-	-	655	-
84	61	Cohasset, - - -	3 05	1200	-	-	394	-
75	62	Hingham, - - -	3 01	2585 40	-	-	858	-
69	63	Scituate, - - -	3 00	3000	-	-	1005	-
64	64	Longmeadow, -	2 99	1000	-	-	334	273 34
62	65	Woburn, - - -	2 98	2500	-	-	838	-
73	66	Petersham, - -	2 97	1200	-	-	404	-
147	67	Wilmington, -	2 95	625	-	-	212	-
77	68	Wrentham, - -	2 95	2000	341 84	2341 84	795	-
79	69	Medway, - - -	2 94	1500	-	-	510	-
58	70	Pembroke, - -	2 93	1000	-	-	341	-
80	71	Canton, - - -	2 92	1600	-	-	548	-
74	72	Barre, - - -	2 92	1800	-	-	616	-
101	73	Middlefield, -	2 90	400	90 00	490 00	169	450 00
161	74	Fall River, - -	2 87	7500	-	-	2611	-
65	75	Bridgewater, -	2 86	1600	-	-	560	-
118	76	Duxbury, - - -	2 84	1700	232 00	1932 00	680	25 00
182	77	Harvard, - - -	2 84	1100	36 00	1136 00	400	-
86	78	South Hadley, -	2 82	1000	-	-	354	208 75
251	79	Russell, - - -	2 81	250	-	-	89	140 00
127	80	Shirley, - - -	2 80	700	-	-	250	-
160	81	Warwick, - - -	2 80	650	-	-	232	25 00
85	82	N. Brookfield, -	2 78	1200	-	-	432	-
100	83	Groton, - - -	2 76	1500	-	-	544	-
78	84	Hardwick, - - -	2 73	1200	-	-	439	25 00
52	85	Hull, - - -	2 72	125	-	-	46	15 00
187	86	Becket, - - -	2 69	711	-	-	264	428 00
54	87	Lancaster, - -	2 67	1600	-	-	600	-
95	88	Franklin, - - -	2 65	1200	-	-	452	-
116	89	Needham, - - -	2 65	1110	-	-	419	-
46	90	Dunstable, - -	2 65	400	-	-	151	45 00
88	91	Stoneham, - - -	2 64	800	-	-	303	-
42	92	Chelmsford, - -	2 63	1500	-	-	570	31 25
87	93	Acton, - - -	2 61	800	-	-	306	-
66	94	Oakham, - - -	2 61	700	-	-	268	14 00
98	95	Southborough, -	2 59	700	-	-	270	-
199	96	Paxton, - - -	2 59	500	-	-	193	-
63	97	Middleborough, -	2 59	3125	400 00	3525 00	1364	770 00

\* A newly incorporated town.



## GRADUATED TABLE.

xxxix

For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
91	98	Seekonk, - -	\$2 58	\$1100 00	\$223 00	\$1323 00	512	\$75 00
154	99	Burlington, -	2 57	250	58 93	308 93	120	-
70	100	Edgartown, -	2 56	1200	-	-	469	28 00
55	101	Holland, - -	2 56	200	-	-	78	68 00
89	102	Stow, - - -	2 55	700	-	-	275	-
130	103	Hadley, - -	2 54	1300	-	-	512	70 00
110	104	Phillipston, -	2 54	500	-	-	197	-
105	105	Marshfield, -	2 53	1100	99 71	1199 71	474	-
158	106	Holliston, -	2 53	950	180 00	1130 00	447	-
109	107	Middleton, -	2 53	450	-	-	178	-
136	108	Newbury, - -	2 52	2500	-	-	993	-
92	109	Ashby, - - -	2 52	800	-	-	317	-
124	110	Enfield, - -	2 52	700	-	-	278	58 00
213	111	Sutton, - - -	2 51	1500	-	-	597	-
176	112	Rutland, - -	2 50	800	-	-	320	-
163	113	Barnstable, -	2 50	3158 88	-	-	1265	-
146	114	Pawtucket, -	2 49	2200	-	-	885	-
99	115	Lynnfield, -	2 49	500	-	-	201	-
167	116	W. Bridgewater,	2 49	800	-	-	321	-
96	117	Foxborough, -	2 48	1000	-	-	404	-
93	118	Athol, - - -	2 48	1200	-	-	483	37 00
90	119	Saugus, - - -	2 47	800	-	-	324	-
175	120	New Salem, -	2 46	800	-	-	325	128 50
197	121	Provincetown, -	2 46	1500	-	-	609	-
94	122	Sterling, - -	2 46	1100	-	-	448	-
114	123	Leominster, -	2 46	1200	-	-	487	-
174	124	Lunenburg, -	2 45	900	-	-	367	-
83	125	Warren, - - -	2 45	1000	-	-	409	181 00
173	126	Granby, - - -	2 44	750	-	-	308	250 50
107	127	Boxford, - -	2 44	600	-	-	246	-
151	128	Winchendon, -	2 44	1200	-	-	492	-
82	129	Brookfield, -	2 44	1600	-	-	657	67 00
233	130	Chatham, - -	2 44	1500	-	-	615	500 00
59	131	Greenfield, -	2 43	1200	-	-	493	864 16
112	132	Westford, - -	2 43	1000	-	-	412	-
218	133	Somerset, - -	2 42	600	-	-	248	50 00
102	134	Charlton, - -	2 42	1200	-	-	495	49 00
252	135	Cheshire, - -	2 41	600	-	-	249	308 00
276	136	Sheffield, - -	2 41	1800	-	-	747	200 00
38	137	Pittsfield, - -	2 41	2531 02	-	-	1052	277 75
120	138	N. Bridgewater,	2 41	1630	276 20	1906 20	790	-
117	139	Webster, - -	2 41	1100	-	-	457	-
97	140	Mendon, - - -	2 41	600	127 49	727 49	302	-
181	141	Boylston, - -	2 40	500	-	-	208	38 00
137	142	Auburn, - - -	2 38	500	-	-	210	1350 00
139	143	Chilmark, - -	2 37	400	-	-	169	-
121	144	Lynn, - - - -	2 37	8000	-	-	3372	-
231	145	Hubbardston, -	2 36	1200	-	-	509	50 00
180	146	Reading, - - -	2 36	1500	-	-	635	-
134	147	Northborough, -	2 35	750	-	-	319	-
140	148	W. Newbury, -	2 35	1000	-	-	426	-
177	149	Gloucester, -	2 34	4500	-	-	1920	-
113	150	Abington, - -	2 34	2500	-	-	1068	-

## GRADUATED TABLE.

For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
230	151	Marlborough, -	\$2 32	\$1300 00	-	-	560	-
129	152	Brimfield, - -	2 31	950	-	-	411	\$244 50
125	153	Hanson, - - -	2 31	700	-	-	303	22 00
132	154	Beverly, - - -	2 30	1000	-	-	1305	-
203	155	Medfield, - - -	2 30	400	-	-	174	-
162	156	Hanover, - - -	2 29	1000	-	-	436	20 00
268	157	Monroe, - - -	2 28	207 83	-	-	91	129 00
166	158	Plympton, - - -	2 28	500	-	-	219	153 25
185	159	Milford, - - -	2 27	1400	-	-	616	8 00
141	160	Ipswich, - - -	2 27	1775	-	-	781	-
150	161	Attleborough, -	2 27	2114 11	-	-	932	145 00
168	162	Eastham, - - -	2 26	460	\$60 00	\$520 00	230	154 00
133	163	Berlin, - - - -	2 26	450	-	-	199	-
142	164	Shelburne, - - -	2 26	700	-	-	310	400 00
249	165	Yarmouth, - - -	2 25	1500	-	-	666	150 00
126	166	E. Bridgewater, -	2 25	1200	-	-	533	-
243	167	Rowley, - - - -	2 25	500	-	-	222	-
264	168	Sandisfield, - - -	2 23	622	242 10	864 10	387	163 25
214	169	Wales, - - - -	2 23	400	-	-	179	-
144	170	Weymouth, - - -	2 23	2500	-	-	1121	-
159	171	Erving, - - - -	2 22	150	53 83	203 83	92	44 00
149	172	Montgomery, - - -	2 22	260	-	-	90	150 00
206	173	Westhampton, - -	2 21	400	-	-	181	330 00
226	174	Taunton, - - - -	2 21	5000	-	-	2265	40
131	175	Berkley, - - - -	2 20	500	-	-	227	82
170	176	Northfield, - - -	2 20	1000	-	-	455	80
224	177	Plainfield, - - -	2 19	520	-	-	237	300 00
101	178	Greenwich, - - -	2 18	500	-	-	229	100 00
186	179	Rowe, - - - - -	2 17	400	-	-	184	81 00
171	180	Sandwich, - - - -	2 17	2208	360 00	2568 00	1185	-
216	181	Essex, - - - - -	2 16	1000	-	-	463	-
298	182	Blackstone, - - -	2 16	1500	303 83	1803 83	837	85 00
157	183	Dracut, - - - - -	2 16	1271 36	213 71	1485 07	687	40 00
145	184	Shrewsbury, - - -	2 14	800	-	-	374	-
172	185	Leicester, - - - -	2 13	1160	-	-	544	-
111	186	Manchester, - - -	2 13	900	-	-	422	-
184	187	Salisbury, - - - -	2 13	1500	-	-	705	-
227	188	Cummington, - - -	2 12	600	150 00	750 00	353	288 00
128	189	Royalston, - - - -	2 11	1000	-	-	474	12 00
189	190	Pepperell, - - - -	2 11	850	-	-	403	-
208	191	Wilbraham, - - - -	2 11	834	212 70	1046 70	495	528 44
236	192	Douglas, - - - - -	2 11	900	-	-	427	18 00
169	193	Templeton, - - - -	2 11	1000	-	-	472	-
183	194	Amesbury, - - - -	2 10	1500	-	-	716	-
103	195	Grafton, - - - - -	2 09	1827 98	-	-	874	-
205	196	Falmouth, - - - - -	2 09	1200	300 00	1500 00	716	457 22
222	197	Raynham, - - - - -	2 09	800	-	-	383	-
257	198	Marblehead, - - -	2 09	3250	-	-	1553	-
198	199	Bradford, - - - - -	2 09	1442 50	-	-	690	-
191	200	W. Boylston, - - -	2 08	800	-	-	385	-
263	201	Townsend, - - - -	2 08	1000	-	-	480	-
212	202	Freetown, - - - - -	2 08	1000	-	-	480	-
143	203	Andover, - - - - -	2 08	3500	-	-	1679	-

## GRADUATED TABLE.

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For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
115	204	Framingham, -	\$2 07	\$2000 00	-	-	965	-
148	205	Tolland, - -	2 07	250	\$72 00	\$322 00	156	\$256 00
194	206	Topsfield, - -	2 07	600	-	-	290	-
261	207	Spencer, - -	2 06	1000	-	-	486	19 00
119	208	Fitchburg, -	2 06	2000	-	-	973	-
193	209	Westminster, -	2 05	1000	-	-	489	15 00
152	210	Goshen, - -	2 04	300	-	-	147	146 00
196	211	Easton, - -	2 03	1200	-	-	593	-
192	212	Dartmouth, -	2 02	2300	-	-	1138	1381 00
164	213	Stoughton, -	2 02	1200	180 00	1380 00	682	-
277	214	Holden, - -	2 01	1000	-	-	497	-
256	215	Southampton, -	2 01	400	150 00	550 00	274	-
229	216	Rehoboth, - -	2 01	900	146 75	1046 75	520	309 00
201	217	Amherst, - -	2 00	1400	-	-	699	-
178	218	Natick, - -	2 00	900	-	-	451	-
200	219	Randolph, - -	2 00	2000	-	-	1002	-
165	220	Mansfield, - -	2 00	774	-	-	387	-
106	221	Deerfield, - -	2 00	1100	-	-	550	200 00
202	222	Peru, - - -	1 99	300	-	-	151	425 50
135	223	Oxford, - - -	1 98	1000	-	-	504	-
240	224	Monson, - - -	1 98	1200	-	-	605	435 00
267	225	Westport, - -	1 98	1784	18	-	900	900 00
260	226	Millbury, - -	1 97	1200	-	-	609	18 00
210	227	Uxbridge, - -	1 97	1000	247 00	1247 00	634	30 00
219	228	Charlemont, -	1 97	600	-	-	304	109 00
237	229	Montague, - -	1 97	534	168 06	702 06	356	324 22
239	230	Worthington, -	1 96	500	146 98	646 98	331	371 34
223	231	Belchertown, -	1 95	1400	-	-	717	225 00
215	232	Heath, - - -	1 95	500	-	-	256	264 50
211	233	Egremont, - -	1 95	500	-	-	257	281 00
271	234	Dalton, - - -	1 94	500	-	-	258	330 50
209	235	N. Marlboro', -	1 94	700	204 78	904 78	467	670 00
41	236	Easthampton, -	1 92	430	-	-	224	255 00
225	237	Williamsburg, -	1 92	700	-	-	365	400 00
155	238	Sudbury, - -	1 91	725	-	-	370	-
238	239	Westborough, -	1 90	800	-	-	422	-
156	240	Ludlow, - - -	1 89	700	-	-	370	331 00
254	241	Swansey, - - -	1 88	620	-	-	329	183 98
247	242	Otis, - - -	1 88	550	-	-	293	402 00
204	243	Rochester, - -	1 88	2000	-	-	1066	96 75
190	244	Gardner, - - -	1 87	700	-	-	374	-
285	245	Chester, - - -	1 86	800	-	-	430	495 60
270	246	Hopkinton, - -	1 86	1000	-	-	538	-
246	247	Tisbury, - - -	1 86	900	-	-	485	-
253	248	Sturbridge, - -	1 86	1000	-	-	539	40 00
266	249	Orleans, - - -	1 85	1000	-	-	540	-
279	250	Brewster, - - -	1 83	800	-	-	436	60 00
245	251	Dana, - - -	1 82	400	-	-	220	103 13
217	252	Norton, - - -	1 81	800	-	-	443	-
123	253	Methuen, - - -	1 80	1800	-	-	1000	-
220	254	Coleraine, - - -	1 79	1000	-	-	559	600 00
188	255	Windsor, - - -	1 78	400	-	-	225	106 00
234	256	Hawley, - - -	1 77	500	-	-	282	252 00
232	257	Blandford, - -	1 77	700	-	-	395	-

## GRADUATED TABLE.

For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
259	258	Hamilton, - -	\$1 75	\$400 00	-	-	228	-
292	259	Stockbridge, -	1 75	1000	-	-	571	\$337 00
179	260	Whately, - -	1 75	500	-	-	285	76 67
235	261	Ashburnham, -	1 74	900	-	-	518	10 00
122	262	Georgetown, -	1 74	800	-	-	461	-
241	263	Conway, - -	1 74	725	-	-	416	642 50
228	264	Orange, - -	1 74	800	-	-	461	8 00
195	265	Princeton, - -	1 73	800	-	-	462	-
265	266	Southbridge, -	1 72	1200	-	-	691	95 00
48	267	Chesterfield, -	1 72	500	-	-	290	365 00
250	268	Gill, - -	1 72	400	-	-	232	240 00
296	269	W. Stockbridg'e,	1 71	500	\$140 00	\$640 00	375	260 00
262	270	Westfield, - -	1 70	1600	-	-	940	900 00
108	271	Upton, - -	1 69	700	-	-	414	-
248	272	Palmer, - -	1 68	1200	-	-	712	122 50
258	273	Wenham, - -	1 67	420	-	-	251	-
307	274	Washington, -	1 66	400	-	-	241	337 00
207	275	Ware, - -	1 65	1100	-	-	665	241 00
221	276	Alford, - -	1 64	200	-	-	122	214 00
299	277	Shutesbury, -	1 63	500	-	-	306	169 00
280	278	Norwich, - -	1 63	350	-	-	215	211 50
242	279	Wareham, - -	1 62	1200	-	-	740	50 00
269	280	Northbridge, -	1 59	750	-	-	473	33 00
272	281	Hinsdale, - -	1 59	450	-	-	283	443 00
36	282	New Ashford, -	1 59	75	-	-	47	89 00
275	283	Ashfield, - -	1 57	700	-	-	446	374 50
278	284	Bernardston, -	1 56	400	-	-	256	287 34
308	285	Harwich, - -	1 55	1500	-	-	969	-
273	286	W. Springfield, -	1 55	1400	-	-	906	824 50
281	287	Wellfleet, - -	1 53	1000	70 00	1070 00	698	696 00
274	288	Richmond, - -	1 51	300	-	-	196	558 00
297	289	Rockport, - -	1 50	1200	-	-	800	-
284	290	Hancock, - -	1 50	364	-	-	243	340 00
293	291	Lenox, - -	1 50	500	-	-	334	130 00
290	292	Granville, - -	1 46	600	-	-	410	315 75
300	293	Carver, - -	1 43	430	-	-	301	250 00
289	294	Pelham, - -	1 40	400	-	-	285	65 50
288	295	Dennis, - -	1 40	1200	-	-	855	-
283	296	Lee, - -	1 39	903 90	-	-	649	400 00
282	297	Wendell, - -	1 38	300	-	-	218	85 00
286	298	Gt. Barrington, -	1 37	1100	-	-	801	800 00
244	299	Tyringham, - -	1 35	500	-	-	370	650 00
294	300	Clarksburg, -	1 35	200	-	-	148	218 00
301	301	Truro, - -	1 31	840	-	-	640	-
295	302	Florida, - -	1 30	200	-	-	154	128 00
287	303	Williamstown, -	1 30	900	-	-	693	475 00
291	304	Lanesborough, -	1 27	400	-	-	307	582 00
303	305	Leverett, - -	1 25	358 75	-	-	287	156 75
302	306	Buckland, - -	1 25	358 75	-	-	287	175 00
306	307	Savoy, - -	1 25	358 75	-	-	287	332 00
305	308	Mt. Washing'n, -	1 25	162 50	-	-	130	112 00
304	309	Adams, - -	1 25	1736 25	-	-	1389	850 00
255	310	Prescott, - -	1 18	250	-	-	212	145 50
309	311	Southwick, - -	-	-	-	-	360	424 25



## GRADUATED TABLES,

*Showing the comparative amount of money appropriated by the different towns in each of the Counties in the State, for the education of each child in the town, between the ages of 4 and 16 years.*

### SUFFOLK COUNTY.

For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
2	1	BOSTON, -	\$6 01	\$154,596 99	-	-	25,731	-
	2	North Chelsea,*	5 79	1,100	-	-	190	-
1	3	Chelsea, -	5 40	5,300	-	-	974	-

### ESSEX COUNTY.

1	1	SALEM, -	3 72	15,590 01	-	-	4187	-
2	2	Newburyport, -	3 46	7100	-	-	2052	-
3	3	Danvers, -	3 32	5139	553 20	5692 20	1713	-
4	4	Haverhill, -	3 09	3500	521 19	4021 19	1302	-
8	5	Middleton, -	2 53	450	-	-	178	-
14	6	Newbury, -	2 52	2500	-	-	993	-
6	7	Lynnfield, -	2 49	500	-	-	201	-
5	8	Saugus, -	2 47	800	-	-	324	-
7	9	Boxford, -	2 44	600	-	-	246	-
10	10	Lynn, -	2 37	8000	-	-	3372	-
15	11	West Newbury, -	2 35	1000	-	-	426	-
18	12	Gloucester, -	2 34	4500	-	-	1920	-
13	13	Beverly, -	2 30	3000	-	-	1305	-
16	14	Ipswich, -	2 27	1775	-	-	781	-
24	15	Rowley, -	2 25	500	-	-	222	-
23	16	Essex, -	2 16	1000	-	-	463	-
9	17	Manchester, -	2 13	900	-	-	422	-
20	18	Salisbury, -	2 13	1500	-	-	705	-
19	19	Amesbury, -	2 10	1500	-	-	716	-
25	20	Marblehead, -	2 09	3250	-	-	1553	-
22	21	Bradford, -	2 09	1442 50	-	-	690	-
17	22	Andover, -	2 08	3500	-	-	1679	-
21	23	Topsfield, -	2 07	600	-	-	290	-
12	24	Methuen, -	1 80	1800	-	-	1000	-
27	25	Hamilton, -	1 75	400	-	-	228	-
11	26	Georgetown, -	1 74	800	-	-	461	-
26	27	Wenham, -	1 67	420	-	-	251	-
28	28	Rockport, -	1 50	1200	-	-	800	-

\* A newly incorporated town.

## GRADUATED TABLES.

## MIDDLESEX COUNTY.

For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
2	1	MEDFORD, -	\$5 93	\$3400 00	-	-	573	-
6	2	Brighton, -	5 46	2300	-	-	421	-
5	3	Lowell, -	5 17	27,300	-	-	5280	-
1	4	Watertown, -	5 11	2500	-	-	489	-
4	5	Somerville, -	5 05	2650	-	-	525	-
7	6	Cambridge, -	4 86	14,700	-	-	3015	-
8	7	W. Cambridge, -	4 76	1925	-	-	404	-
3	8	Charlestown, -	4 62	15,500	-	-	3356	-
9	9	Boxborough, -	4 49	400	-	-	89	-
10	10	South Reading, -	4 11	1660	-	-	404	\$15 00
17	11	Lexington, -	4 10	1600	-	-	390	-
15	12	Carlisle, -	4 03	500	-	-	124	-
11	13	Weston, -	3 89	1050	-	-	270	-
24	14	Billerica, -	3 86	1200	-	-	311	-
20	15	Wayland, -	3 81	900	-	-	236	-
13	16	Concord, -	3 77	2000	-	-	530	-
27	17	Bedford, -	3 75	800	-	-	213	-
16	18	Lincoln, -	3 72	570	\$88 50	\$658 50	177	-
12	19	Waltham, -	3 63	2650	-	-	731	-
18	20	Sherburne, -	3 56	925	-	-	260	-
26	21	Littleton, -	3 54	900	-	-	254	-
14	22	Newton, -	3 46	3125	-	-	902	116 00
21	23	Tyngsborough, -	3 33	700	-	-	210	28 25
	24	Ashland,* -	3 28	950	-	-	290	-
28	25	Malden, -	3 21	2500	-	-	779	-
23	26	Tewksbury, -	3 13	700	-	-	224	-
25	27	Woburn, -	2 98	2500	-	-	838	-
37	28	Wilmington, -	2 95	625	-	-	212	-
36	29	Shirley, -	2 80	700	-	-	250	-
33	30	Groton, -	2 76	1500	-	-	544	-
22	31	Dunstable, -	2 65	400	-	-	151	45 00
30	32	Stoneham, -	2 64	800	-	-	303	-
19	33	Chelmsford, -	2 63	1500	-	-	570	31 25
29	34	Acton, -	2 61	800	-	-	306	-
38	35	Burlington, -	2 57	250	58 93	308 93	120	-
31	36	Stow, -	2 55	700	-	-	275	-
41	37	Holliston, -	2 53	950	180 00	1130 00	447	-
32	38	Ashby, -	2 52	800	-	-	317	-
34	39	Westford, -	2 43	1000	-	-	412	-
43	40	Reading, -	2 36	1500	-	-	635	-
45	41	Marlborough, -	2 32	1300	-	-	560	-
40	42	Dracut, -	2 16	1271 36	213 71	1485 07	687	40 00
44	43	Pepperell, -	2 11	850	-	-	403	-
46	44	Townsend, -	2 08	1000	-	-	480	-
35	45	Framingham, -	2 07	2000	-	-	965	-
42	46	Natick, -	2 00	900	-	-	451	-
39	47	Sudbury, -	1 91	725	-	-	370	-
47	48	Hopkinton, -	1 86	1000	-	-	538	-

\* A newly incorporated town.

## GRADUATED TABLES.

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## WORCESTER COUNTY.

For 1845-46.	For 1846 47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	N. BRAINTREE,	\$4 40	\$800 00	-	-	182	\$33 00
2	2	Worcester, -	4 35	12,100	-	-	2783	-
3	3	Bolton, -	3 29	981 75	-	-	299	-
5	4	Dudley, -	3 18	1000	-	-	314	45 00
7	5	Petersham, -	2 97	1200	-	-	404	-
8	6	Barre, -	2 92	1800	-	-	616	-
36	7	Harvard, -	2 84	1100	\$36 00	\$1136 00	400	-
12	8	N. Brookfield, -	2 78	1200	-	-	432	-
9	9	Hardwick, -	2 73	1200	-	-	439	25 00
4	10	Lancaster, -	2 67	1600	-	-	600	-
6	11	Oakham, -	2 61	700	-	-	268	14 00
16	12	Southborough, -	2 59	700	-	-	270	-
42	13	Paxton, -	2 59	500	-	-	193	-
20	14	Phillipston, -	2 54	500	-	-	197	-
44	15	Sutton, -	2 51	1500	-	-	597	-
34	16	Rutland, -	2 50	800	-	-	320	-
13	17	Athol, -	2 48	1200	-	-	483	37 00
21	18	Leominster, -	2 46	1200	-	-	487	-
14	19	Sterling, -	2 46	1100	-	-	448	-
33	20	Lunenburg, -	2 45	900	-	-	367	-
11	21	Warren, -	2 45	1000	-	-	409	181 00
30	22	Winchendon, -	2 44	1200	-	-	492	-
10	23	Brookfield, -	2 44	1600	-	-	657	67 00
17	24	Charlton, -	2 42	1200	-	-	495	49 00
22	25	Webster, -	2 41	1100	-	-	457	-
15	26	Mendon, -	2 41	600	127 49	727 49	302	-
35	27	Boylston, -	2 40	500	-	-	208	38 00
28	28	Auburn, -	2 38	500	-	-	210	13 50
45	29	Hubbardston, -	2 36	1200	-	-	509	50 00
26	30	Northborough, -	2 35	750	-	-	319	-
37	31	Milford, -	2 27	1400	-	-	616	8 00
25	32	Berlin, -	2 26	450	-	-	199	-
56	33	Blackstone, -	2 16	1500	303 83	1803 83	837	85 00
29	34	Shrewsbury, -	2 14	800	-	-	374	-
32	35	Leicester, -	2 13	1160	-	-	544	-
24	36	Royalston, -	2 11	1000	-	-	474	12 00
47	37	Douglas, -	2 11	900	-	-	427	18 00
31	38	Templeton, -	2 11	1000	-	-	472	-
18	39	Grafton, -	2 09	1827 98	-	-	874	-
39	40	West Boylston, -	2 08	800	-	-	385	-
52	41	Spencer, -	2 06	1000	-	-	486	19 00
23	42	Fitchburg, -	2 06	2000	-	-	973	-
40	43	Westminster, -	2 05	1000	-	-	489	15 00
55	44	Holden, -	2 01	1000	-	-	497	-
27	45	Oxford, -	1 98	1000	-	-	504	-
51	46	Millbury, -	1 97	1200	-	-	609	18 00
43	47	Uxbridge, -	1 97	1000	247 00	1247 00	634	30 00
48	48	Westborough, -	1 90	800	-	-	422	-
38	49	Gardner, -	1 87	700	-	-	374	-
50	50	Sturbridge, -	1 86	1000	-	-	539	40 00
49	51	Dana, -	1 82	400	-	-	220	103 13

## GRADUATED TABLES.

## WORCESTER COUNTY—CONTINUED.

	For 1845-46	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the sup- port of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contrib- uted for board and fuel.
46	52		Ashburnham, -	\$1 74	\$900 00	-	-	518	\$10 00
41	53		Princeton, -	1 73	800	-	-	462	-
53	54		Southbridge, -	1 72	1200	-	-	691	95 00
19	55		Upton, -	1 69	700	-	-	414	-
54	56		Northbridge, -	1 59	750	-	-	473	33 00

## HAMPSHIRE COUNTY.

2	1	HATFIELD, -	4 07	750 00	113 74	863 74	212	-
1	2	Northampton, -	3 26	3819 79	-	-	1170	100 00
6	3	Middlefield, -	2 90	400	90 00	490 00	169	450 00
5	4	South Hadley, -	2 82	1000	-	-	354	208 75
9	5	Hadley, -	2 54	1300	-	-	512	70 00
8	6	Enfield, -	2 52	700	-	-	278	58 00
11	7	Granby, -	2 44	750	-	-	308	250 50
13	8	Westhampton, -	2 21	400	-	-	181	330 00
16	9	Plainfield, -	2 19	520	-	-	237	300 00
7	10	Greenwich, -	2 18	500	-	-	229	100 00
18	11	Cummington, -	2 12	600	150 00	750 00	353	288 00
10	12	Goshen, -	2 04	300	-	-	147	146 00
21	13	Southampton, -	2 01	400	150 00	550 00	274	-
12	14	Amherst, -	2 00	1400	-	-	699	-
19	15	Worthington, -	1 96	500	146 98	646 98	331	371 34
15	16	Belchertown, -	1 95	1400	-	-	717	225 00
3	17	Easthampton, -	1 92	430	-	-	224	255 00
17	18	Williamsburg, -	1 92	700	-	-	365	400 00
4	19	Chesterfield, -	1 72	500	-	-	290	365 00
14	20	Ware, -	1 65	1100	-	-	665	241 00
22	21	Norwich, -	1 63	350	-	-	215	211 50
23	22	Pelham, -	1 40	400	-	-	285	65 50
20	23	Prescott, -	1 18	250	-	-	212	145 50

## HAMPDEN COUNTY.

1	1	SPRINGFIELD, -	3 97	12,160 00	1061 84	13,221 84	3328	-
3	2	Longmeadow, -	2 99	1000	-	-	334	273 34
13	3	Russell, -	2 81	250	-	-	89	140 00
2	4	Holland, -	2 56	200	-	-	78	68 00
4	5	Brimfield, -	2 31	950	-	-	411	244 50
9	6	Wales, -	2 23	400	-	-	179	-
6	7	Montgomery, -	2 22	200	-	-	90	150 00
8	8	Wilbraham, -	2 11	834	212 70	1046 70	495	528 44
5	9	Tolland, -	2 07	250	72 00	322 00	156	256 00
11	10	Monson, -	1 98	1200	-	-	605	435 00
7	11	Ludlow, -	1 89	700	-	-	370	331 00
16	12	Chester, -	1 86	800	-	-	430	495 60
10	13	Blandford, -	1 77	700	-	-	395	-
14	14	Westfield, -	1 70	1600	-	-	940	900 00
12	15	Palmer, -	1 68	1200	-	-	712	122 50
15	16	W. Springfield, -	1 55	1400	-	-	906	824 50
17	17	Granville, -	1 46	600	-	-	410	315 75
18	18	Southwick, -	-	-	-	-	360	424 25



## GRADUATED TABLES.

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## FRANKLIN COUNTY.

For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
5	1	LEYDEN, -	\$3 76	\$530 00	-	-	141	\$230 00
2	2	Sunderland, -	3 19	600	-	-	188	-
7	3	Warwick, -	2 80	650	-	-	232	25 00
9	4	New Salem, -	2 46	800	-	-	325	128 50
1	5	Greenfield, -	2 43	1200	-	-	493	864 16
20	6	Monroe, -	2 28	207 83	-	-	91	129 00
4	7	Shelburne, -	2 26	700	-	-	310	400 00
6	8	Erving, -	2 22	150	\$53 83	\$203 83	92	44 00
8	9	Northfield, -	2 20	1000	-	-	455	80 00
11	10	Rowe, -	2 17	400	-	-	184	81 00
3	11	Deerfield, -	2 00	1100	-	-	550	200 00
13	12	Charlemont, -	1 97	600	-	-	304	109 00
17	13	Montague, -	1 97	534	168 06	702 06	356	324 22
12	14	Heath, -	1 95	500	-	-	256	264 50
14	15	Coleraine, -	1 79	1000	-	-	559	600 00
16	16	Hawley, -	1 77	500	-	-	282	252 00
10	17	Whately, -	1 75	500	-	-	285	76 67
18	18	Conway, -	1 74	725	-	-	416	642 50
15	19	Orange, -	1 74	800	-	-	461	8 00
19	20	Gill, -	1 72	400	-	-	232	240 00
24	21	Shutesbury, -	1 63	500	-	-	306	169 00
21	22	Ashfield, -	1 57	700	-	-	446	374 50
22	23	Barnardston, -	1 56	400	-	-	256	287 34
23	24	Wendell, -	1 38	300	-	-	218	85 00
26	25	Leverett, -	1 25	358 75	-	-	287	156 75
25	26	Buckland, -	1 25	358 75	-	-	287	175 00

## BERKSHIRE COUNTY.

3	1	BECKET, -	2 69	711 00	-	-	264	428 00
11	2	Cheshire, -	2 41	600	-	-	249	308 00
16	3	Sheffield, -	2 41	1800	-	-	747	200 00
2	4	Pittsfield, -	2 41	2531 02	-	-	1052	277 75
12	5	Sandisfield, -	2 23	622	242 10	864 10	387	163 25
5	6	Pernu, -	1 99	300	-	-	151	425 50
7	7	Egremont, -	1 95	500	-	-	257	281 00
13	8	Dalton, -	1 94	500	-	-	258	330 50
6	9	N. Marlborough, -	1 94	700	204 78	904 78	467	670 00
10	10	Otis, -	1 88	550	-	-	293	402 00
4	11	Windsor, -	1 78	400	-	-	225	106 00
22	12	Stockbridge, -	1 75	1000	-	-	571	337 00
26	13	W. Stockbridge, -	1 71	500	140 00	640 00	375	260 00
30	14	Washington, -	1 66	400	-	-	241	337 00
8	15	Alford, -	1 64	200	-	-	122	214 00
14	16	Hinsdale, -	1 59	450	-	-	283	443 00
1	17	New Ashford, -	1 59	75	-	-	47	89 00
15	18	Richmond, -	1 51	300	-	-	198	558 00
18	19	Hancock, -	1 50	364	-	-	243	340 00
23	20	Lenox, -	1 50	500	-	-	334	130 00
17	21	Lee, -	1 39	903 90	-	-	649	400 00

## BERKSHIRE COUNTY—CONTINUED.

	For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
19	22		Gt. Barrington, -	\$1 37	\$1100 00	-	-	801	\$800 00
9	23		Tyringham, -	1 35	500	-	-	370	650 00
24	24		Clarksburg, -	1 35	200	-	-	148	218 00
25	25		Florida, -	1 30	200	-	-	154	128 00
20	26		Williamstown, -	1 30	900	-	-	693	475 00
21	27		Lanesborough, -	1 27	400	-	-	307	522 00
29	28		Savoy, -	1 25	358 75	-	-	287	322 00
28	29		Mt. Washington, -	1 25	162 50	-	-	130	112 00
27	30		Adams, -	1 25	1736 25	-	-	1389	850 00

## NORFOLK COUNTY.

1	1	BROOKLINE, -	7 29	2500 00	-	-	343	-
2	2	Roxbury, -	4 88	13,698 45	-	-	2809	-
5	3	Dover, -	4 60	500	52 50	552 50	120	-
3	4	Dedham, -	4 50	3700	-	-	822	-
6	5	Dorchester, -	4 50	6333 80	-	-	1409	-
4	6	Milton, -	3 90	1787 79	-	-	458	-
9	7	Walpole, -	3 23	1300	-	-	403	-
7	8	Sharon, -	3 17	600	130 20	730 20	230	-
8	9	Quincy, -	3 10	3300	-	-	1063	-
11	10	Bellingham, -	3 08	700	140 63	840 63	273	-
10	11	Braintree, -	3 05	2000	-	-	655	-
15	12	Cohasset, -	3 05	1200	-	-	394	-
12	13	Wrentham, -	2 95	2000	341 84	2341 84	795	-
13	14	Medway, -	2 94	1500	-	-	510	-
14	15	Canton, -	2 92	1600	-	-	548	-
16	16	Franklin, -	2 65	1200	-	-	452	-
18	17	Needham, -	2 65	1110	-	-	419	-
17	18	Foxborough, -	2 48	1000	-	-	404	-
22	19	Medfield, -	2 30	400	-	-	174	-
19	20	Weymouth, -	2 23	2500	-	-	1121	-
20	21	Stoughton, -	2 02	1200	180 00	1380 00	682	-
21	22	Randolph, -	2 00	2000	-	-	1002	-

## BRISTOL COUNTY.

1	1	N. BEDFORD, -	4 60	15,300 00	-	-	3325	-
2	2	Fairhaven, -	3 66	4500	-	-	1228	110 00
5	3	Dighton, -	3 19	1000	150 00	1150 00	364	276 17
8	4	Fall River, -	2 87	7500	-	-	2611	-
3	5	Seekonk, -	2 58	1100	223 00	1323 00	512	75 00
6	6	Pawtucket, -	2 49	2200	-	-	885	-
14	7	Somerset, -	2 42	600	-	-	248	50 00
7	8	Attleborough, -	2 27	2114 11	-	-	932	145 00
16	9	Taunton, -	2 21	5000	-	-	2265	40 00
4	10	Berkley, -	2 20	500	-	-	227	82 00
15	11	Raynham, -	2 09	800	-	-	383	-

## GRADUATED TABLES.

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## BRISTOL COUNTY—CONTINUED.

	For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
12	12		Freetown, - -	\$2 08	\$1000 00	-	-	480	-
11	13		Easton, - -	2 03	1200	-	-	593	-
10	14		Dartmouth, - -	2 02	2300	-	-	1138	1381 00
17	15		Rehoboth, - -	2 01	900	\$146 75	\$1046 75	520	309 00
9	16		Mansfield, - -	2 00	774	-	-	387	-
19	17		Westport, - -	1 98	1784 18	-	-	900	900 00
18	18		Swanzy, - -	1 88	620	-	-	329	183 98
13	19		Norton, - -	1 81	800	-	-	443	-

## PLYMOUTH COUNTY.

1	1	PLYMOUTH, -	3 94	6000 00	-	-	1524	708 00
2	2	Kingston, -	3 85	1300	-	-	338	-
3	3	Halifax, -	3 07	500	-	-	163	16 00
9	4	Hingham, -	3 01	2585 40	-	-	858	-
8	5	Scituate, -	3 00	3000	-	-	1005	-
5	6	Pembroke, -	2 93	1000	-	-	341	-
7	7	Bridgewater, -	2 86	1600	-	-	560	-
12	8	Duxbury, -	2 84	1700	232 00	1932 00	680	25 00
4	9	Hull, -	2 72	125	-	-	46	15 00
6	10	Middleborough, -	2 59	3125	400 03	3525 00	1364	770 00
10	11	Marshfield, -	2 53	1100	99 71	1199 71	474	-
18	12	W. Bridgewater, -	2 49	800	-	-	321	-
13	13	N. Bridgewater, -	2 41	1630	276 20	1906 20	790	-
11	14	Abington, -	2 34	2500	-	-	1068	-
14	15	Hanson, -	2 31	700	-	-	303	22 00
16	16	Hanover, -	2 29	1000	-	-	436	20 00
17	17	Plympton, -	2 28	500	-	-	219	153 25
15	18	E. Bridgewater, -	2 25	1200	-	-	533	-
19	19	Rochester, -	1 88	2000	-	-	1066	96 75
20	20	Wareham, -	1 62	1200	-	-	740	50 00
21	21	Carver, -	1 43	430	-	-	301	250 00

## BARNSTABLE COUNTY.

1	1	BARNSTABLE, -	2 50	3158 88	-	-	1265	-
4	2	Provincetown, -	2 46	1500	-	-	609	-
6	3	Chatham, -	2 44	1500	-	-	615	500 00
2	4	Eastham, -	2 26	460	60 00	520 00	230	154 00
7	5	Yarmouth, -	2 25	1500	-	-	666	150 00
3	6	Sandwich, -	2 17	2208	360 00	2568 00	1185	-
5	7	Falmouth, -	2 09	1200	300 00	1500 00	716	457 22
8	8	Orleans, -	1 85	1000	-	-	540	-
9	9	Brewster, -	1 83	800	-	-	436	60 00
13	10	Harwich, -	1 55	1500	-	-	969	-
10	11	Wellfleet, -	1 53	1000	70 00	1070 00	698	696 00
11	12	Dennis, -	1 40	1200	-	-	855	-
12	13	Truro, -	1 31	840	-	-	640	-

## GRADUATED TABLES.

## DUKES COUNTY.

For 1845-46.	For 1846-47.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	EDGARTOWN,	\$2 56	\$1200 00	-	-	469	\$28 00
2	2	Chilmark, - -	2 37	400	-	-	169	-
3	3	Tisbury, - -	1 86	900	-	-	485	-

## NANTUCKET COUNTY.

1	1	NANTUCKET,	5 24	9633 83	-	-	1837	-
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## A GRADUATED TABLE,

*Showing the comparative amount of money appropriated, by the different Counties in the State, for the education of each child, between the ages of 4 and 16 years, in each County.*

For 1845-46.	For 1846-47	COUNTIES.	Sum appropriated by counties for ea. child between 4 & 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
2	1	SUFFOLK,	\$5 99	\$160,996 99	-	\$160,996 99	26,895	-
1	2	Nantucket, -	5 24	9,633 83	-	9,633 83	1,837	-
3	3	Middlesex, -	3 85	116,476 36	-	116,476 36	30,291	\$275 50
4	4	Norfolk, -	3 51	52,130 04	\$845 17	52,975 21	15,086	140 00
8	5	Bristol, - -	2 85	49,992 29	519 75	50,512 04	17,770	3,552 15
5	6	Plymouth, -	2 65	33,995 40	1007 91	35,003 31	13,230	2,126 00
7	7	Essex, - -	2 61	73,266 51	1074 39	74,340 90	28,480	-
10	8	Hampden, -	2 51	24,444 00	1346 54	25,790 54	10,288	5,181 19
9	9	Worcester, -	2 49	68,119 73	714 31	68,834 04	27,664	1,038 63
6	10	Hampshire,	2 27	18,469 79	650 72	19,120 51	8,427	4,581 09
11	11	Dukes, - -	2 23	2,500 00	-	2,500 00	1,123	28 00
13	12	Barnstable, -	1 98	17,866 88	790 00	18,656 88	9,424	2,017 22
12	13	Franklin, -	1 96	15,514 33	221 89	15,736 22	8,012	5,946 14
14	14	Berkshire, -	1 71	19,464 42	586 88	20,051 30	11,692	10,837 00

### AGGREGATE OF THE STATE.

14	Counties, -	3 14	662,870 57	7757 56	670,628 13	210,219	33,618 18
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## A GRADUATED TABLE,

*In which all the towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1846-7.*

*The principle on which this Table is constructed is the following :—*

*The first column indicates, in a numerical order, the precedence of the towns,—the more meritorious, in regard to attendance, standing before the less.*

*The second consists of the names of the towns.*

*The third shows the No. of children in each town between the ages of 4 and 16 yrs.*

*The fourth shows the MEAN average attendance upon the schools for both the summer and winter terms. This is found by adding together the average attendance for both summer and winter, and dividing the sum by 2.*

*The fifth exhibits, IN DECIMALS, the ratio which the mean average attendance bears to the whole number of children in the town between 4 and 16. The mean average attendance upon school being compared with the whole number of children between 4 and 16 years of age, it is possible that the result may be more than 100 per cent., because the attendance of children, under 4 or over 16 years of age, MAY more than compensate for the absence of children between those ages,—as was the case last year with Burlington. In this column, the sign + denotes that the mean average was more than the integer expresses, by a fraction of less than one half of one per cent. The sign — denotes that the integer is too large, by a fraction of less than one half of one per cent.*

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	BURLINGTON,	120	130	1.08—	20	Littleton, - -	254	212	.83+
2	Billerica, - -	311	291	.94—	21	Medfield, - -	174	144	.83—
3	Phillipston, - -	197	185	.94—	22	Bellingham, -	273	226	.83—
4	Hatfield, - -	212	195	.92—	23	New Braintree,	182	151	.83—
5	Boxborough, -	89	81	.91+	24	Gardner, - -	374	310	.83—
6	Warwick, - -	232	210	.91—	25	Westminster, -	489	404	.83—
7	Sunderland, -	188	167	.89—	26	Orange, - -	461	378	.82
8	Bedford, - -	213	188	.88+	27	Marlborough, -	560	458	.82—
9	Acton, - -	306	268	.88—	28	Barre, - - -	616	504	.82—
10	Leyden, - -	141	123	.87+	29	Hardwick, - -	439	355	.81—
11	Rutland, - -	320	279	.87—	30	Athol, - - -	483	390	.81—
12	Carlisle, - -	124	108	.87+	31	Dedham, - -	822	659	.80+
13	Eastham, - -	230	200	.87—	32	Charlestown, -	3356	2696	.80—
14	Peru, - - -	151	130	.86+	33	Holliston, - -	447	359	.80+
15	Southborough,	270	231	.86—	34	Lincoln, - -	177	142	.80+
16	New Salem, -	325	276	.85—	35	Dana, - - -	220	176	.80
17	Hawley, - -	282	239	.85—	36	Lexington, -	390	312	.80
18	Petersham, -	404	339	.84—	37	Medford, - -	573	457	.80—
19	Greenwich, -	229	191	.83+	38	W. Cambridge,	404	322	.80—

## GRADUATED TABLE.

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TOWNS.		No of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.	TOWNS.		No of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
39	Hubbardston, -	509	405	.80—	90	Gill, - - -	232	171	.74—
40	Royalston, -	474	378	.80—	91	Oakham, - -	268	197	.74—
41	Heath, - - -	256	204	.80—	92	Shrewsbury, -	374	275	.74—
42	Kingston, - -	338	270	.80—	93	Tyngsborough,	210	155	.74—
43	W. Newbury,	426	338	.79+	94	Reading, - -	635	468	.74—
44	Holden, - - -	497	393	.79—	95	Wrentham, -	795	587	.74—
45	Leominster, -	487	385	.79+	96	North Chelsea,	190	139	.73+
46	Berlin, - - -	199	157	.79—	97	Natick, - - -	451	330	.73+
47	N. Brookfield,	432	340	.79—	98	Dudley, - - -	314	230	.73+
48	Brighton, - -	421	331	.79—	99	Holland, - - -	78	57	.73+
49	Hull, - - - -	46	36	.78+	100	Plympton, - -	219	160	.73+
50	Rowe, - - - -	184	144	.78—	101	Chatham, - -	615	450	.73+
51	Sutton, - - -	597	466	.78—	102	Ludlow, - - -	370	269	.73+
52	Winchendon, -	492	384	.78—	103	Erving, - - -	92	67	.73—
53	Auburn, - - -	210	164	.78—	104	Sandisfield, -	387	282	.73—
54	Granby, - - -	308	240	.78—	105	Bolton, - - -	299	218	.73—
55	Boylston, - -	208	162	.78—	106	Shirley, - - -	250	182	.73—
56	Harvard, - - -	400	310	.78—	107	Wilmington, -	212	154	.73—
57	Templeton, - -	472	365	.77+	108	Pelham, - - -	285	206	.72+
58	Sterling, - - -	448	346	.77—	109	Hinsdale, - -	283	205	.72—
59	Charlton, - - -	495	382	.77—	110	Northborough,	319	230	.72—
60	Upton, - - - -	414	319	.77—	111	Marshfield, -	474	339	.72—
61	Westhampton,	181	140	.77—	112	Watertown, -	489	352	.72—
62	Halifax, - - -	163	126	.77—	113	Conway, - - -	416	297	.71+
63	Ashburnham, -	518	397	.77—	114	Ashfield, - - -	446	317	.71—
64	Foxborough, -	404	308	.76+	115	Cohasset, - -	394	281	.71—
65	Otis, - - - -	293	224	.76+	116	Sudbury, - - -	370	264	.71—
66	Townsend, - -	480	367	.76—	117	South Reading,	404	288	.71—
67	Dunstable, - -	151	115	.76—	118	Lynnfield, - -	201	143	.71—
68	Groton, - - - -	544	411	.76—	119	Provincetown,	609	430	.71—
69	Sherburne, - -	260	197	.76—	120	Shelburne, - -	310	220	.71—
70	Chelsea, - - -	974	736	.76—	121	Montague, - -	356	252	.71—
71	Warren, - - -	409	310	.76—	122	Sturbridge, -	539	382	.71—
72	Florida, - - -	154	117	.76—	123	Hopkinton, -	538	424	.71—
73	Dalton, - - - -	258	196	.76—	124	Essex, - - - -	463	327	.71—
74	Medway, - - -	510	386	.76—	125	Orleans, - - -	540	380	.70+
75	Plainfield, - -	237	179	.76—	126	Wellfleet, - -	698	489	.70—
76	Bernardston, -	256	194	.76—	127	Wales, - - - -	179	126	.70—
77	Shutesbury, -	306	231	.75+	128	Longmeadow,	334	232	.69—
78	Russell, - - -	89	67	.75—	129	Southampton, -	274	190	.69—
79	Middlefield, -	169	127	.75—	130	E. Bridgewater,	533	369	.69—
80	Walpole, - - -	403	303	.75—	131	Raynham, - - -	383	265	.69—
81	Milford, - - -	616	465	.75—	132	Easton, - - - -	593	410	.69—
82	Brookfield, - -	657	493	.75—	133	Roxbury, - - -	2809	1952	.69—
83	Pepperell, - -	403	304	.75—	134	Lunenburg, - -	367	254	.69—
84	Wayland, - - -	236	178	.75—	135	Spencer, - - -	486	336	.69—
85	Dracut, - - - -	687	516	.75—	136	Stow, - - - -	275	190	.69—
86	Ashby, - - - -	317	238	.75+	137	Malden, - - -	779	534	.69—
87	Boxford, - - -	246	184	.75—	138	Oxford, - - - -	504	347	.69—
88	West Boylston,	385	285	.74+	139	Stoughton, - -	682	469	.69—
89	Sharon, - - - -	230	171	.74—	140	Tolland, - - -	156	107	.69—



## GRADUATED TABLE.

TOWNS.			No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.	TOWNS.			No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
141	Scituate, - -	1005	684	.68	+	192	Hamilton, - -	228	147	.64	+
142	Coleraine, - -	559	381	.68	+	193	Lowell, - -	5280	3361	.64	-
143	Alford, - -	122	83	.68	-	194	Windsor, - -	225	143	.64	-
144	Princeton, - -	462	315	.68	-	195	Springfield, -	3328	2120	.64	-
145	Palmer, - -	712	487	.68	-	196	Middleborough,	1364	866	.63	+
146	Hadley, - -	512	350	.68	-	197	W. Bridgewater,	321	203	.63	-
147	Easthampton, -	224	153	.68	-	198	Weymouth, -	1121	708	.63	-
148	Goshen, - -	147	100	.68	-	199	Seekonk, - -	512	323	.63	-
149	Cummington, -	353	240	.68	-	200	Duxbury, - -	680	425	.63	-
150	Mendon, - -	302	205	.68	-	201	Brimfield, - -	411	257	.63	-
151	Westborough,	422	286	.68	-	202	Ware, - -	665	416	.63	-
152	Worcester, -	2783	1890	.68	-	203	Lenox, - -	334	209	.63	-
153	Waltham, - -	731	494	.68	-	204	Canton, - -	548	345	.63	-
154	Danvers, - -	1713	1158	.68	-	205	Norton, - -	443	278	.63	-
155	Greenfield, -	493	331	.67	+	206	Chelmsford, -	570	359	.63	-
156	Monson, - -	605	408	.67	+	207	Hanover, - -	436	272	.62	+
157	Williamsburg,	365	245	.67	-	208	Chesterfield, -	290	180	.62	-
158	Northampton, -	1170	784	.67	-	209	Clarksburg, -	148	92	.62	-
159	W. Stockbridge,	375	252	.67	-	210	Needham, - -	419	260	.62	-
160	Paxton, - -	193	130	.67	+	211	Douglas, - -	427	265	.62	-
161	Middleton, -	178	120	.67	-	212	Ashland, - -	290	181	.62	-
162	Weston, - -	270	182	.67	+	213	Rowley, - -	222	148	.62	+
163	Tewksbury, -	224	150	.67	-	214	Topsfield, - -	200	179	.62	-
164	Savoy, - -	287	191	.67	-	215	Rehoboth, - -	520	320	.62	-
165	Wendell, - -	218	146	.67	-	216	South Hadley,	354	219	.62	-
166	Enfield, - -	278	186	.67	-	217	W. Springfield,	906	558	.62	-
167	Amesbury, -	716	473	.66	+	218	Falmouth, - -	716	443	.62	-
168	Worthington, -	331	219	.66	+	219	N. Bridgewater,	790	482	.61	+
169	Chester, - -	430	284	.66	+	220	Carver, - -	301	184	.61	+
170	Wilbraham, -	495	326	.66	-	221	Charlemont, -	304	186	.61	+
171	Whately, - -	285	187	.66	-	222	Becket, - -	264	162	.61	+
172	Washington, -	241	159	.66	-	223	Woburn, - -	838	513	.61	+
173	Grafton, - -	874	575	.66	-	224	Manchester, -	422	256	.61	-
174	Cheshire, - -	249	163	.65	+	225	Millbury, - -	609	374	.61	-
175	Egremont, - -	257	166	.65	+	226	Leicester, - -	544	331	.61	-
176	Tyringham, -	370	241	.65	+	227	Fitchburg, - -	973	592	.61	-
177	Lancaster, - -	600	392	.65	+	228	Bridgewater, -	560	339	.61	-
178	Framingham, -	965	631	.65	+	229	Nantucket, -	1837	1108	.60	+
179	Dover, - -	120	78	.65	-	230	Truro, - -	640	386	.60	-
180	Quincy, - -	1063	689	.65	-	231	Abington, - -	1068	644	.60	-
181	Northfield, -	455	295	.65	-	232	Prescott, - -	212	128	.60	-
182	Pembroke, - -	341	220	.65	-	233	Cambridge, -	3015	1810	.60	-
183	Plymouth, - -	1524	984	.65	-	234	Stoneham, - -	303	182	.60	-
184	Northbridge, -	473	307	.65	-	235	Saugus, - -	324	196	.60	+
185	Somerville, -	525	341	.65	-	236	New Marlboro,'	467	279	.60	-
186	Wenham, - -	251	163	.65	-	237	Braintree, - -	655	390	.60	-
187	Rockport, - -	800	517	.65	-	238	Amherst, - -	699	414	.59	+
188	Norwich, - -	215	138	.64	+	239	Westfield, - -	940	555	.59	+
189	Franklin, - -	452	291	.61	-	240	Monroe, - -	91	54	.59	+
190	Concord, - -	530	341	.64	-	241	Somerset, - -	248	147	.59	+
191	Westford, - -	412	264	.64	+	242	Salem, - -	4187	2480	.59	+



## GRADUATED TABLE.

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TOWNS.		No. of children between 4 and 16 years of age in each town.	Mean average attend- ance upon school.	Ratio of attendance to the whole No. of chil- dren between 4 and 16, expressed in decimals.	TOWNS.		No. of children between 4 and 16 years of age in each town.	Mean average attend- ance upon school.	Ratio of attendance to the whole No. of chil- dren between 4 and 16, expressed in decimals.
243	Gloucester, -	1920	1129	.59—	278	Milton, - - -	458	247	.54—
244	Newton, - -	902	529	.59—	279	Freetown, - -	480	257	.54—
245	Webster, - -	457	268	.59—	280	Harwich, - -	969	522	.54—
246	Mansfield, - -	387	228	.59—	281	Montgomery, -	90	48	.53+
247	Buckland, - -	287	168	.59—	282	Beverly, - -	1305	692	.53+
248	Pittsfield, -	1052	611	.58+	283	Swansey, - -	329	174	.53—
249	Berkley, - -	227	132	.58+	284	Granville, - -	410	216	.53—
250	Uxbridge, - -	634	365	.58—	285	Leverett, - -	287	150	.52+
251	Yarmouth, - -	666	383	.58—	286	Williamstown,	693	360	.52—
252	Stockbridge, -	571	327	.57+	287	Boston, - - -	25731	13203	.51+
253	Sheffield, - -	747	427	.57+	288	Barnstable, -	1265	636	.50+
254	New Ashford,	47	27	.57—	289	Newburyport, -	2052	1032	.50+
255	Richmond, - -	198	113	.57—	290	Hingham, - -	858	429	.50—
256	Fairhaven, - -	1228	700	.57+	291	Salisbury, - -	705	350	.50—
257	New Bedford,	3325	1886	.57—	292	Lynn, - - -	3372	1674	.50—
258	Southwick, -	360	205	.57—	293	Blackstone, -	837	402	.48+
259	Dennis, - -	855	485	.57—	294	Lanesborough,	307	148	.48+
260	Southbridge, -	691	393	.57—	295	Bradford, - -	690	330	.48—
261	Wareham, - -	740	416	.56+	296	Rochester, - -	1066	507	.48—
262	Deerfield, - -	550	310	.56+	297	Hanson, - - -	303	141	.47—
263	Ipswich, - -	781	438	.56+	298	Adams, - - -	1389	651	.47—
264	Andover, - -	1679	940	.56—	299	Dorchester, -	1409	657	.47—
265	Brookline, - -	343	191	.56—	300	Georgetown, -	451	208	.46+
266	Randolph, - -	1002	560	.56—	301	Lee, - - -	649	300	.46+
267	Blandford, - -	395	220	.56—	302	Taunton, - -	2265	1034	.46—
268	Belchertown, -	717	393	.55—	303	Sandwich, - -	1185	541	.46—
269	Dartmouth, -	1138	623	.55—	304	Fall River, -	2611	1178	.45+
270	Brewster, - -	436	237	.54+	305	Newbury, - -	993	432	.44—
271	Pawtucket, - -	885	482	.54—	306	Edgartown, -	469	201	.43—
272	Westport, - -	900	489	.54—	307	Attleborough,	932	388	.42—
273	Dighton, - -	364	197	.54—	308	Chilmark, - -	169	70	.41+
274	Marblehead, -	1553	786	.54—	309	Mt. Washing'n,	130	52	.40—
275	Methuen, - -	1000	542	.54—	310	Hancock, - -	243	94	.39—
276	Haverhill, - -	1302	701	.54—	311	Tisbury, - - -	485	182	.38—
277	Gt. Barrington,	801	432	.54—					

## GRADUATED TABLES,

*In which all the towns, in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools for the year 1846-7.*

[For an explanation of the principle on which these Tables are constructed, see ante, p. lii.]

### SUFFOLK COUNTY.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	CHELSEA, -	974	736	.76—	3	Boston, - - -	25731	13203	.51+
2	North Chelsea,	190	139	.73+					

### ESSEX COUNTY.

1	W. NEWBURY,	426	338	.79+	15	Salem, - - -	4187	2480	.59+
2	Boxford, - -	246	184	.75—	16	Gloucester, -	1920	1129	.59—
3	Lynnfield, -	201	143	.71+	17	Ipswich, - -	781	438	.56+
4	Essex, - - -	463	327	.71—	18	Andover, - -	1679	940	.56—
5	Danvers, - -	1713	1158	.68—	19	Marblehead, -	1553	786	.54+
6	Middleton, -	178	120	.67+	20	Methuen, - -	1000	542	.54+
7	Amesbury, -	716	473	.66+	21	Haverhill, -	1302	701	.54—
8	Wenham, - -	251	163	.65—	22	Beverly, - -	1305	692	.53+
9	Rockport, -	800	517	.65—	23	Newburyport,	2052	1032	.50+
10	Hamilton, -	228	147	.64+	24	Salisbury, -	705	350	.50—
11	Rowley, - -	222	148	.62+	25	Lynn, - - -	3372	1674	.50—
12	Topsfield, -	290	179	.62—	26	Bradford, -	690	330	.48—
13	Manchester, -	422	256	.61—	27	Georgetown, -	451	208	.46+
14	Saugus, - -	324	196	.60+	28	Newbury, - -	993	432	.44—

### MIDDLESEX COUNTY.

1	BURLINGTON,	120	130	1.08+	11	Lincoln, - -	177	142	.80+
2	Billerica, - -	311	291	.94—	12	Lexington, -	390	312	.80—
3	Boxborough, -	89	81	.91+	13	Medford, - -	573	457	.80—
4	Bedford, - -	213	188	.88—	14	W. Cambridge,	404	322	.80—
5	Acton, - - -	306	268	.88—	15	Brighton, -	421	331	.79—
6	Carlisle, - -	124	108	.87+	16	Townsend, -	480	367	.76+
7	Littleton, - -	254	212	.83+	17	Dunstable, -	151	115	.76+
8	Marlborough, -	560	458	.82—	18	Groton, - - -	544	411	.76—
9	Charlestown, -	3356	2396	.80+	19	Sherburne, -	260	197	.76—
10	Holliston, - -	447	359	.80+	20	Pepperell, - -	403	304	.75+

## GRADUATED TABLES.

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## MIDDLESEX COUNTY—CONTINUED.

TOWNS.				TOWNS.					
		No. of children between 4 and 16 years of age in each town.	Mean average attend- ance upon school.	Ratio of attendance to the whole No. of chil- dren between 4 and 16, expressed in decimals.			No. of children between 4 and 16 years of age in each town.	Mean average attend- ance upon school.	Ratio of attendance to the whole No. of chil- dren between 4 and 16, expressed in decimals.
21	Wayland, - -	236	178	.75+	35	Waltham, - -	731	494	.68—
22	Dracut, - -	687	516	.75+	36	Weston, - -	270	182	.67+
23	Ashby, - - -	317	238	.75+	37	Tewksbury, -	224	150	.67—
24	Tyngsborough,	210	155	.74—	38	Framingham, -	965	631	.65+
25	Reading, - -	635	468	.74—	39	Somerville, -	525	341	.65—
26	Natick, - - -	451	330	.73+	40	Concord, - -	530	341	.64+
27	Shirley, - - -	250	182	.73—	41	Westford, - -	412	264	.64+
28	Wilmington, -	212	154	.73—	42	Lowell, - - -	5280	3361	.64—
29	Watertown, -	489	352	.72—	43	Chelmsford, -	570	359	.63—
30	Sudbury, - -	370	264	.71+	44	Ashland, - -	290	181	.62+
31	S. Reading, -	404	288	.71+	45	Woburn, - -	838	513	.61+
32	Hopkinton, -	538	424	.71—	46	Cambridge, -	3015	1810	.60—
33	Stow, - - -	275	190	.69+	47	Stoneham, - -	303	182	.60+
34	Malden, - - -	779	534	.69—	48	Newton, - - -	902	529	.59—

## WORCESTER COUNTY.

1	PHILLIPSTON,	197	185	.94—	29	Milford, - -	616	465	.75+
2	Rutland, - -	320	279	.87+	30	Brookfield, -	657	493	.75+
3	Southborough,	270	231	.86—	31	W. Boylston, -	385	285	.74+
4	Petersham, -	404	339	.84—	32	Oakham, - -	268	197	.74—
5	New Braintree,	182	151	.83—	33	Shrewsbury, -	374	275	.74—
6	Gardner, - -	374	310	.83—	34	Dudley, - -	314	230	.73+
7	Westminster,	489	404	.83—	35	Bolton, - -	299	218	.73—
8	Barre, - -	616	504	.82—	36	Northborough,	319	230	.72+
9	Hardwick, - -	439	355	.81—	37	Sturbridge, -	539	382	.71—
10	Athol, - -	483	390	.81—	38	Lunenburg, -	367	254	.69+
11	Dana, - -	220	176	.80—	39	Spencer, - -	486	336	.69+
12	Hubbardston, -	509	405	.80—	40	Oxford, - -	504	347	.69—
13	Royalston, -	474	378	.80—	41	Princeton, - -	462	315	.68+
14	Holden, - -	497	393	.79+	42	Mendon, - -	302	205	.68—
15	Leominster, -	487	385	.79+	43	Westborough,	422	286	.68—
16	Berlin, - -	199	157	.79—	44	Worcester, -	2783	1890	.68—
17	N. Brookfield,	432	340	.79—	45	Paxton, - -	193	130	.67+
18	Sutton, - -	597	466	.78+	46	Grafton, - -	874	575	.66—
19	Winchendon, -	492	384	.78+	47	Lancaster, - -	600	392	.65+
20	Auburn, - -	210	164	.78+	48	Northbridge, -	473	307	.65—
21	Boylston, - -	208	162	.78—	49	Douglas, - -	427	265	.62+
22	Harvard, - -	400	310	.78—	50	Millbury, - -	609	374	.61—
23	Templeton, -	472	365	.77+	51	Leicester, - -	544	331	.61—
24	Sterling, - -	448	346	.77+	52	Fitchburg, -	973	592	.61—
25	Charlton, - -	495	382	.77+	53	Webster, - -	457	268	.59—
26	Upton, - -	414	319	.77+	54	Uxbridge, - -	634	365	.58—
27	Ashburnham, -	518	397	.77—	55	Southbridge, -	691	392	.57—
28	Warren, - -	409	310	.76—	56	Blackstone, -	837	402	.48+



## GRADUATED TABLES.

## HAMPSHIRE COUNTY.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	HATFIELD,	212	195	.92—	13	Williamsburg,	365	245	.67+
2	Greenwich, -	229	191	.83+	14	Northampton, -	1170	784	.67+
3	Granby, - -	308	240	.78—	15	Enfield, - -	278	186	.67—
4	Westhampton,	181	140	.77+	16	Worthington, -	331	219	.66+
5	Plainfield, - -	237	179	.76—	17	Norwich, - -	215	138	.64+
6	Middlefield, -	169	127	.75+	18	Ware, - - -	665	416	.63—
7	Pelham, - - -	285	206	.72—	19	Chesterfield, -	290	180	.62+
8	Southampton, -	274	190	.69—	20	South Hadley,	354	219	.62—
9	Hadley, - - -	512	350	.68—	21	Prescott, - -	212	128	.60+
10	Easthampton, -	224	153	.68—	22	Amherst, - -	699	414	.59+
11	Goshen, - - -	147	100	.68+	23	Belchertown, -	717	393	.55—
12	Cummington, -	353	240	.68—					

## HAMPDEN COUNTY.

1	RUSSELL, -	89	67	.75+	10	Wilbraham, -	495	326	.66—
2	Holland, - -	78	57	.73+	11	Springfield, -	3328	2120	.64—
3	Ludlow, - - -	370	269	.73—	12	Brimfield, - -	411	257	.63—
4	Wales, - - -	179	126	.70+	13	W. Springfield,	906	558	.62—
5	Longmeadow,	334	232	.69+	14	Westfield, - -	940	555	.59+
6	Tolland, - - -	156	107	.69—	15	Southwick, - -	360	205	.57—
7	Palmer, - - -	712	487	.68+	16	Blandford, - -	395	220	.56—
8	Monson, - - -	605	408	.67+	17	Montgomery, -	90	48	.53+
9	Chester, - - -	430	284	.66—	18	Granville, - -	410	216	.53—

## FRANKLIN COUNTY.

1	WARWICK,	232	210	.91—	14	Ashfield, - -	446	317	.71+
2	Sunderland, -	188	167	.89—	15	Shelburne, - -	310	220	.71—
3	Leyden, - - -	141	123	.87+	16	Montague, - -	356	252	.71—
4	New Salem, -	325	276	.85—	17	Coleraine, - -	559	381	.68+
5	Hawley, - - -	282	239	.85—	18	Greenfield, - -	493	331	.67+
6	Orange, - - -	461	378	.82—	19	Wendell, - - -	218	146	.67—
7	Heath, - - -	256	204	.80—	20	Whately, - - -	285	187	.66—
8	Rowe, - - -	184	144	.78+	21	Northfield, - -	455	295	.65—
9	Bernardston, -	256	194	.76—	22	Charlemont, - -	304	186	.61+
10	Shutesbury, -	306	231	.75+	23	Monroe, - - -	91	54	.59+
11	Gill, - - -	232	171	.74—	24	Buckland, - - -	287	168	.59—
12	Erving, - - -	92	67	.73—	25	Deerfield, - -	550	310	.56+
13	Conway, - - -	416	297	.71+	26	Leverett, - - -	287	150	.52+

## BERKSHIRE COUNTY.

1	PERU, - - -	151	130	.86+	5	Sandisfield, -	387	282	.73—
2	Otis, - - -	293	224	.76+	6	Hinsdale, - -	283	205	.72+
3	Florida, - - -	154	117	.76—	7	Alford, - - -	122	83	.68+
4	Dalton, - - -	258	196	.76—	8	W. Stockbr'ge,	375	252	.67+



## BERKSHIRE COUNTY—CONTINUED.

TOWNS.				TOWNS.			
		No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.			No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.
		Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.				Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.	
9	Savoy, - - -	287	191	.67—	20	Stockbridge, -	571 327
10	Washington, -	241	159	.66—	21	Sheffield, - -	747 427
11	Cheshire, - -	249	163	.65+	22	New Ashford, -	47 27
12	Egremont, - -	257	166	.65+	23	Richmond, - -	198 113
13	Tyringham, -	370	241	.65+	24	Gt. Barrington,	801 432
14	Windsor, - -	225	143	.64—	25	Williamstown,	693 360
15	Lenox, - - -	334	209	.63—	26	Lanesborough,	307 148
16	Clarksburg, -	148	92	.62+	27	Adams, - - -	1389 651
17	Becket, - - -	264	162	.61+	28	Lee, - - -	649 300
18	New Marlboro',	467	279	.60—	29	M. Washing'tn,	130 52
19	Pittsfield, - -	1052	611	.58+	30	Hancock, - - -	243 94

## NORFOLK COUNTY.

1	MEDFIELD,	174	144	.83—	12	Dover, - - -	120 78	.65—
2	Bellingham, -	273	226	.83—	13	Quincy, - - -	1063 689	.65—
3	Dedham, - - -	822	659	.80+	14	Franklin, - -	452 291	.64+
4	Foxborough, -	404	308	.76+	15	Weymouth, -	1121 708	.63+
5	Medway, - - -	510	386	.76—	16	Canton, - - -	548 345	.63—
6	Walpole, - - -	403	303	.75+	17	Needham, - -	419 260	.62+
7	Sharon, - - -	230	171	.74+	18	Braintree, - -	655 390	.60—
8	Wrentham, - -	795	587	.74—	19	Brookline, - -	343 191	.56—
9	Cohasset, - -	394	281	.71+	20	Randolph, - -	1002 560	.56—
10	Roxbury, - - -	2809	1952	.69+	21	Milton, - - -	458 247	.54—
11	Stoughton, - -	682	469	.69—	22	Dorchester, -	1409 657	.47—

## BRISTOL COUNTY.

1	RAYNHAM,	383	265	.69+	11	Dartmouth, -	1138 623	.55—
2	Easton, - - -	593	410	.69+	12	Pawtucket, - -	885 482	.54+
3	Seekonk, - - -	512	323	.63+	13	Westport, - -	900 489	.54+
4	Norton, - - -	443	278	.63—	14	Dighton, - - -	364 197	.54+
5	Rehoboth, - -	520	320	.62—	15	Freetown, - -	480 257	.54—
6	Somerset, - - -	248	147	.59+	16	Swanzy, - - -	329 174	.53—
7	Mansfield, - -	387	228	.59—	17	Taunton, - - -	2265 1034	.46—
8	Berkley, - - -	227	132	.58+	18	Fall River, - -	2611 1178	.45+
9	Fairhaven, - -	1228	700	.57+	19	Attleborough,	932 388	.42—
10	New Bedford,	3325	1886	.57—				

## PLYMOUTH COUNTY.

1	KINGSTON,	338	270	.80—	5	Marshfield, -	474 339	.72—
2	Hull, - - -	46	36	.78+	6	E. Bridgewater,	533 369	.69+
3	Halifax, - - -	163	126	.77+	7	Scituate, - - -	1005 684	.68+
4	Plympton, - -	219	160	.73+	8	Pembroke, - -	341 220	.65—

## GRADUATED TABLES.

## PLYMOUTH COUNTY—CONTINUED.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
9	Plymouth, - -	1524	984	.65—	16	Bridgewater, -	560	339	.61—
10	Middleborough,	1364	866	.63+	17	Abington, - -	1068	644	.60+
11	W. Bridgewater,	321	203	.63+	18	Wareham, - -	740	416	.56+
12	Duxbury, - -	680	425	.63—	19	Hingham, - -	858	429	.50
13	Hanover, - -	436	272	.62+	20	Rochester, -	1066	507	.48—
14	Carver, - -	301	184	.61—	21	Hanson, - -	303	141	.47—
15	N. Bridgewater,	790	482	.61+					

## BARNSTABLE COUNTY.

1	EASTHAM, -	230	200	.87—	8	Yarmouth, - -	666	383	.58—
2	Chatham, - -	615	450	.73+	9	Dennis, - -	855	485	.57—
3	Provincetown,	609	430	.71—	10	Brewster, - -	436	237	.54+
4	Orleans, - -	540	380	.70+	11	Harwich, - -	969	522	.54—
5	Wellfleet, - -	698	489	.70+	12	Barnstable, -	1265	636	.50+
6	Falmouth, - -	716	443	.62—	13	Sandwich, - -	1185	541	.46—
7	Tirol, - -	640	386	.60+					

## DUKES COUNTY.

1	EDGARTOWN,	469	201	.43—	3	Tisbury, - -	485	182	.38—
2	Chilmark, - -	169	70	.41+					

## NANTUCKET COUNTY.

1	NANTUCKET,	1837	1108	.60+					
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## MEAN AVERAGE ATTENDANCE FOR THE STATE.

No. of children between 4 and 16 years of age in the State,	- -	209,919
Mean average attendance upon school,	- - - -	130,547
Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals,	- - - - -	.62+









